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ABSTRACT

A study was conducted to determine the state of the art in vocational education programming for disadvantaged in Pennsylvania and the nation, and to develop materials to improve vocational programs for the disadvantaged. Project efforts focused on programs serving the academically/economically disadvantaged in regular classes, special classes, and co-op situations. Accomplishments stemming from the project objectives were (1) a national survey of mainstream, self-contained, and co-op programs for the disadvantaged, (2) a survey of Pennsylvania vocational education programs for the disadvantaged, (3) an identification/assessment system for disadvantaged learners, (4) an instructor profile for aid in staff-selection and development, (5) a preliminary curriculum guide, and (6) a secondary/postsecondary teachers' workshop that reviewed and further developed the guide. Project results found many successful programs for serving the disadvantaged. The use of an identification/assessment system was extremely limited with but a few models for examples. Successful teachers of the disadvantaged seemed to display more endurance, order, and deterrence than did less successful teachers of the disadvantaged. (Appendixes include a project abstract, the survey instrument, specific program tally sheet, adjective checklist, lesson plan format and supplemental skills curriculum topics, workshop evaluation instrument, third-party evaluation report, and other project materials.) (Author/CSS)

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THE
PENNSYLVANIA
STATE
UNIVERSITY
DEPARTMENT
OF
VOCATIONAL
EDUCATION

MEETING THE NEEDS OF TEACHERS OF DISADVANTAGED PROGRAMS IN PENNSYLVANIA

BEST COPY AVAILABLE

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ABSTRACT

Introduction

The Pennsylvania Bureau of Vocational Education funded The Pennsylvania State University, Division of Occupational and Vocational Studies to: (1) determine "the-state-of-the-art" in vocational education programming for the disadvantaged in Pennsylvania and the nation, and (2) develop materials which would aid in improving vocational programs for the disadvantaged. The project efforts focused on programs serving the academically and economically disadvantaged in regular classes, special classes, and co-op situations.

After completion of the state-of-the-art survey, development of three related products was initiated. These included: (1) a curriculum guide for work related skills, (2) a system for identification and assessment of disadvantaged learner needs, and (3) an instructor profile to aid in selection and development of staff. Secondary and post-secondary vocational teachers played an integral role in development and field testing of each of these products.

Objectives

The objectives of the project were:

1. To develop and conduct a national survey of mainstream, self-contained, and co-op programs for the disadvantaged.
2. To develop and complete an initial state-of-the-art survey of vocational education programs for the disadvantaged in Pennsylvania.
3. To design a system for the identification and assessment of disadvantaged learners in the three types of vocational program environments.
4. To develop an initial instructor profile which can be used to aid in staff selection and staff development.

5. To develop a preliminary curriculum guide for supplemental skills instruction for the disadvantaged.

6. To conduct a two-week workshop for a maximum of thirty secondary and postsecondary teachers of the disadvantaged to review and further develop the curriculum guide, identification system, instructor profile, and state-of-the-art studies.

Procedures

A number of procedures were employed to accomplish the project's objectives. These included, a survey of state and national programs, library research of identification/assessment systems, the use of an Adjective Check List for traits of successful instructors and a workshop for development of the curriculum materials.

Results:

The results of the project were many and varied.

There appeared to be many successful programs for serving the disadvantaged. There were many commonalities as well as disimilarities between programs.

The use of an identification/assessment system was extremely limited with but a few models for examples.

Successful teachers of the disadvantaged seemed to display more endurance, order, and deterrence than do least successful teachers of the disadvantaged.

These were but a few of the project's findings, it is suggested that the reader examine Chapter V for greater detail.

DISCLAIMER: The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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Appreciation goes to two graduate assistants, Mr. Mehmet Kulahci, and Ms. Linda Leeking, for their overall assistance with the project, specifically the long task of data collection and tabulation for the Pennsylvania and national studies, respectively.

A special thanks goes to the project advisory committee who cooperated in providing information and direction to the project personnel.

Lastly, special attention must be given to those teachers, administrators, coordinators, and others who worked so diligently in preparing the field-test copy of the supplimental skills curriculum.

Jerry L. Wircenski
Project Director

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CHAPTER I

INTRODUCTION

Statement of the Problem

Public monies available to local school districts in Pennsylvania for establishing vocational education programs for the academic and economic disadvantaged has increased greatly with the passage of the 1976 Act. As would be expected, many school personnel have moved to develop programs to help Pennsylvania's disadvantaged youth and adults. The Commonwealth now is serving approximately 36,000 disadvantaged youth in rural as well as urban schools. (Report of the Pennsylvania State Advisory Council on Vocational Education 1975-1976). As the financial impact of the 1976 Act grows in the next few years, coupled with the much broader definition of "disadvantaged," the numbers of potential eligible youth and adults will increase dramatically.

The outcomes of this more expansive vocational education thrust have not been consistently encouraging. This has been due partially to the vocational teachers' lack of understanding of disadvantaged students themselves and their lack of knowledge regarding how to work with them as persons. To complicate this problem further, most vocational teachers involved have not had adequate preparation for interpreting and utilizing the vocational education methodology when it comes to working with the disadvantaged.

In order to resolve some of the problems mentioned above, a continuous, systematic, and comprehensive approach was needed to deliver vocational education services to the teachers of the disadvantaged in Pennsylvania. Without a comprehensive approach, services for the disadvantaged would continue to be fragmented and difficult to acquire by the vocational teacher.

With this comprehensive approach in mind, it was proposed that a three phase plan be developed to research, develop, and field test various concepts, ideas, and materials. The subject of this project report is phase one of such a project which began January 3, 1978, and concluded June 30, 1978.

Statement of Objectives

Based on the statement of the problem, the objectives of the project were as follows:

1. To develop and conduct a national survey of mainstream, self-contained, and co-op programs for the disadvantaged.
2. To develop and complete an initial state-of-the-art survey of vocational education programs for the disadvantaged in Pennsylvania.
3. To design a system for the identification and assessment of disadvantaged learners in the three types of vocational program environments.
4. To develop an initial instructor profile which can be used to aid in staff selection and staff development.
5. To develop a preliminary curriculum guide for supplemental skills intruction for the disadvantaged.
6. To conduct a two-week workshop for a maximum of thirty secondary and postsecondary teachers of the disadvantaged to review and further develop the curriculum guide, identification system, instructor profile, and state-of-the-art studies.

Priority Areas

The project aligned itself with goals VII and VIII, specifically subgoals 7.5, 7.6, 8.1, 8.2, 8.3, and 8.4, of the Pennsylvania State Plan (Fiscal Year 1977), for Vocational Technical Education Programs.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter was to review and report recent literature and research on disadvantaged learners.

The review of the literature encompassed relevant written material found in books, journals, periodicals, dissertations, and unpublished papers. The literature reviewed was grouped in the following categories:

1. Studies related to characteristics of disadvantaged learners;
2. Studies related to curriculum alternatives for disadvantaged learners;
3. Studies related to teaching competencies needed for vocational educators working with disadvantaged learners; and
4. Studies related to teacher relationships with disadvantaged students.

Studies Related to Characteristics of Disadvantaged Learners

The promise of American education has made little sense for large segments of the population. Generally, sociologists of education, quite contrary to historical myths, make a strong case that schools serve the socio-economic structure in which they exist. The schools have generally provided middle-and-upper-income youth with the intellectual tools necessary for success in American society. Therefore, they have commonly failed to cope effectively with the task of educating the disadvantaged (Committee for Economic Development, 1971).

In the 1960's "equality of educational opportunity" was understood in simple terms. It meant that everyone in society, or in school was to be treated equally: one standard, one set of books, one fiscal formula for children everywhere, regardless of race, creed, or color. Success went to the resourceful, the ambitious, the bright, the strong. Those who failed were stupid or shiftless. Whatever the reason, failure was the responsibility of the individual, but certainly not that of the school or society (Schrag, 1974).

Reacting to criticisms about equality of educational opportunity, Congress passed a series of acts during the 1960's designed to strengthen the public education system. They called attention to the students who found it impossible to succeed in traditional classes or courses, many of whom were far behind in basic educational skills or already had been pushed out or dropped out of school.

The term disadvantaged came into widespread use following the passage of the Economic Opportunity Act in the mid-1960s. Disadvantaged persons were defined as individuals whose incomes were below minimum levels, and were members of the following: minority groups, school dropouts, under 22 years of age, 45 years of age or over, and handicapped (Manpower Administrator, 1969). During that period the definition of disadvantaged used in connection with the antipoverty program identified a "target group." As it was stated by the Research and Policy Committee of the Committee for Ecomomic Development (1971):

> The common meanings of "disadvantaged" are vague and ambiguous. Frequently the terms "disadvantaged" and "poor" are used interchangeably, and the members of some minority ethnic groups are typically assumed to be disadvantaged . . . [p. 10]

When the term disadvantaged was used in relation to poverty, it did not come to grips with the specific conditions suffered by individual members of the target group which required remedial treatments.

In enacting the Vocational Education Act of 1963, Congress redirected vocational educators to provide vocational education oriented to the needs of people instead of being aimed at rigid categories and target groups. The Act called for the vocational education of "persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular programs of vocational education."

The Vocational Education Ammendments of 1968 went far beyond relating appropriations to objectives and mandated that portions of federal grants to the states be used to provide special programs or services to those who could not succeed in regular vocational education programs without such services. The 1968 Ammendments required that individuals, rather than groups, be identified for special services.

According to the Rules and Regulations of the Bureau of Adult, Vocational and Library Programs, Division of Vocational and Technical Education, U. S. Office of Education (1969), the term, disadvantaged:

> . . . includes persons whose needs for such programs or services result from poverty, neglect, delinquency or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons . . . unless such persons also suffer from the handicaps described in this paragraph.

The definition contained in the 1976 Ammendments used the term "disadvantaged" for the first time and defined the term as follows:

> . . . persons who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs . . . [Public Law 94-482, Sec. 195 (16).]

Disadvantaged learners are generally described as culturally, socially, educationally and economically deprived, in the literature

(Oaklief, 1971; White, 1971: Walsh and Totten, 1976). They are characteristically below school grade level in achievement. Typically, by the end of the ninth grade the disadvantaged learner's reading level is from two to three and one-half years below grade level and his ability in mathematics and other subjects is retarded. Conceptual and reasoning ability are, likewise, below that on non-disadvantaged learners of the same age. Also, typically, these learners are apathetic toward school and structured learning situations in which their experience has been one of low achievement and failure (Cooke, 1978 and Farmer, 1978).

Disadvantaged learners are not all alike. Cultural, socio-economic, ethnic background, values, ability and other factors vary from student to student. When teaching disadvantaged students, it is important to recognize that all are not alike. Methods effective with one student may not be useful for teaching another. Walker (1971) attempted to list learning characteristics of disadvantaged learners that differentiated them from other learners. But, not all of these characteristics apply to all disadvantaged learners:

1. Limited ability to use the basic scholastic skills;
2. Limited perception of the value of an education;
3. Poor attitude toward the conventional school situation;
4. Lack of motivation to learn;
5. Weak self-image;
6. Lack of self-confidence;
7. Dependent upon others;
8. Low levels of aspiration;
9. Short interest spans;
10. Argumentative and hostile, or passive and apathetic;

11. Resentful of authority; and
12. Feeling of "not belonging."

Conte and Grimes (1969) developed a similar list of 13 characteristics, which though similar, are presented because they further delineate the learning characteristics of the disadvantaged. They are:

1. The disadvantaged seem to be oriented to the physical and visual rather than the aural;
2. The disadvantaged show more interest in content rather than form;
3. The disadvantaged are externally oriented rather than introspective;
4. The disadvantaged exhibit problem-centered, rather than abstract-centered learning characteristics;
5. The disadvantaged use inductive rather than deductive reasoning;
6. The disadvantaged are spatial rather than temporal oriented. They do not allow themselves to become limited by time;
7. The disadvantaged are slow, careful, patient, and perserving (in areas of importance to them) rather than quiet, clever, facile, and flexible;
8. Often the disadvantaged are inclined to communicate through actions rather than words;
9. Many disadvantaged youth are found to be deficient in auditory attention and interpretation skills;
10. The disadvantaged are also very oriented toward concrete applications of what is learned;
11. Disadvantaged youth are found to have short attention spans, experiencing difficulty in following orders;
12. At times, disadvantaged youth are characterized by significant gaps in knowledge and learning; and
13. All too often, disadvantaged youth are lacking the experience of receiving approval for success in tasks.

Ridini and Madden (1975) provided an unusually comprehensive description; they concluded that inner-city youth are generally troubled by the following eight problems:

1. Possibility of being unemployed and underemployed;
2. A tremendous amount of loud noise in their environment;
3. High rates of illiteracy and undereducation;
4. Inadequate and overcrowded housing conditions;
5. Discrimination;
6. Inadequate health care;
7. Negative self-concepts; and
8. A shortage of competent teachers to teach them effectively.

Educators suggest that poor preparation was evident in many disadvantaged youth as manifested by their lack of employment. In fact, the unemployment rates for inner-city youth between the ages of 16 and 21 were extremely high. Rates from 59 to 70 percent have been reported (Feck, 1971; Farmer, 1978).

A review of the characteristics of disadvantaged youth and their environment presented by Feck (1971), provides the following common basic needs of disadvantaged youth:

> (1) security and stability in their environment, (2) successful educational experiences, (3) recognition for achievement, (4) love and respect, (5) legal sources of finance, (6) financial management, (7) proper housing, (8) good health, (9) development of basic communication skills, (10) salable work skills, (11) an appreciation of the meaning and importance of work, (12) successfully employed adult of peer work models, (13) positive self-concepts, (14) job opportunities and qualifications, and (15) socially acceptable attitudes and behavior. [p. 21]

A study of programs for disadvantaged students in the United States which covered 84 projects in 77 communities in 23 states, showed that there was confusion about the meaning of the term disadvantaged (Walsh and Totten, 1976). They also found that the identification requirement set by the Acts about individuals rather than groups was not met. They found that there also was little understanding of this concept at the state level. "Individual assessment" meant whether students met established criteria for enrollment in programs for the disadvantaged. It was concluded that:

> . . . most states have devoted very little attention to the conceptualization of special vocational education services for the disadvantaged, based on specific criteria for the identification of disadvantaged students and individual assessment of students either eligible or potentially eligible for such services. [p. 35]

The study found that the states generally used two major criteria either separately or in combination as follows:

1. Students who are behind one or more grades in academic achievement.
2. Students who reside in designated target areas. (Usually high youth unemployment areas, big cities, Title I areas, and areas of rural poverty). [pp. 28-29]

Very often, the criteria actually applied at the local level differed widely between states and between communities within states (Walsh and Totten, 1976).

One of the most disturbing findings of the entire assessment study conducted by Walsh and Totten was that half of the 84 project directors interviewed in conjunction with the project level assessment said that they did not believe the students enrolled in their programs were disadvantaged.

Studies Related to Curriculum Alternatives for Disadvantaged Learners

"The disadvantaged student is perhaps the most difficult to identify and serve," (Nystrom, et al., 1977), because disadvantaging conditions differ from one area of the educational system to another. Therefore, each student must be evaluated for the purpose of instructional organization.

General objectives for a curriculum for the disadvantaged were given by Feck (1971):

1. To increase the intellectual skills and competencies of the students.
2. To provide broadly based general and social education as well as vocational training at the same time.
3. To create a wholesome attitude toward school, community and work. This includes the development of attitudes and habits of effective citizenship and desirable human relationships and related social skills.
4. To provide information on career opportunities and employee qualifications and responsibilities.
5. To develop a salable skill for entry into, and advancement in, an industry or industries.
6. To improve basic learning skills and foster an interest in and desire for staying in school. This includes providing opportunities for each student to succeed at his or her own level.
7. To develop intelligent consumers.
8. To encourage desirable habits of health and worth of leisure time. [p. 19]

When designing a curriculum, available jobs within or near the school community in which the disadvantaged youth can and will be employed should be identified. The poor in the United States are largely unequipped to find gainful employment in either the private or public sectors of the economy. Schools should help disadvantaged students in this respect if education's role is conceived to be the instrument by which the disadvantaged enter the mainstream of American life (Committee for Economic Development, 1971). This does not mean that education can or should guarantee anyone a job; but the right kind of education can move the recipient toward the head of the employability queue.

When developing a curriculum for the disadvantaged student, Cohen, et al. (1969) stated that:

> Curriculum adaptation for the disadvantaged student with inadequately developed verbal skills requires emphasis on the concrete rather than the abstract, on usage and application instead of theory, rules and formulas. To succeed with the disadvantaged, the curriculum must be person-oriented as well as craft or trade-oriented, with strong emphasis on behavioral objectives, and with stress on understanding the individual after an in-depth study of his needs. [p. 8]

Cohen, et al. (1969) cited the Tennessee Manpower Development Training Program where exit points from a training course were used and Newark Manpower Training Skill Center where non-verbal cues were substituted for verbal ones while the individual was improving his reading level. These two programs exemplified their approach for curriculum development for the disadvantaged students.

The process of planning a curriculum should start with an inventory of each student's attitudes, interests, cognitive and psychomotor abilities, cultural and personal characteristics, and educational and vocational aspirations. It should be noted that the occupational education needs do not exist in isolation of other needs. Social, economic, health, cultural, and educational deficiencies are integrated and have cause and effect relationships. Thus, a vocational curriculum must fit into a total plan of meeting the needs of the disadvantaged across the board (Feck, 1971). In relation to that point, Nystrom, et al. (1977) suggested that:

> . . . for the purpose of instructional organization, each student must be evaluated in the light of the effects of the condition on learning rather than the cause. . . since the special services must treat the effect and not necessarily the cause. [p. 40]

The placement of disadvantaged students will require schools to provide several program options and support services, ranging from placement in regular classrooms to separate, self-contained classes or institutions with extensive use of support services (Albright and Phelps, 1977). In the same way, Nystrom, et al., (1977) suggested three general approaches to program for special needs learners. They used the term "special needs learners" for disadvantaged, handicapped, and gifted. Their program approaches are: (1) mainstreaming, (2) modified regular programs, and (3) special programs. Mainstreaming was based on the idea that special needs learners must be provided normalizing kinds of activities and these activities must take place in normal facilities with "normal students." This approach requires greater individualization with regard to specific student needs than the other two programs. The modified program approach requires the revision of some components of a regular program to meet the special needs of the students. A special program, like modified programs, are designed for target groups but the general program goals and objectives are significantly altered.

Bowers (1977) while discussing "cooperative work-education" programs for special needs students, stated that, "the purposes of this program are the same for all, but there are differences in activating it for special needs students." Bowers suggested work-education programs coordinated with the Individualized Education Program (IEP), containing specific goals, short-term instructional objectives, and listing of related services. He suggested some of the specific industrial educational objectives for the special needs student in this type of program as follows:

- To develop a better understanding of one's own aptitudes, interests, and personality characteristics.
- To provide opportunities for expanded social relationships.
- To develop positive attitudes toward work.
- To know and practice good employer-employee relations.
- To start work and adjust to the job.
- To be able to use earnings wisely.
- To be aware of employment laws and regulations.
- To master specific work requirments of an occupation, such as, work tasks, safety, and tool and equipment use. [p. 16]

In order to accomplish the objectives of cooperative work-education, the teacher-coordinator must be able to see each student as an individual rather than as someone in a certain category, and assess both the student's strengths and weaknesses. The teacher-coordinator must work in cooperation with special education and vocational instructors to determine when the student is ready for placement. (Bowers, 1978) Bowers (1977) also discussed "mainstreaming in work-education," and said that besides legislative mandating it would benefit both regular students as well as special needs students to have the class group comprised of various types of people and perhaps more closely resemble the general population that might be found at a place of employment.

In a study conducted by Walsh and Totten (1976), cited earlier, 84 projects were broken down into two categories; (1) Regular: Disadvantaged students were placed in regular vocational education programs with non-disadvantaged students. (2) Special: Disadvantaged students were placed in separate vocational education classes, either a full-or part-time basis. Their findings revealed that two out of every three students enrolled in the projects--both secondary and postsecondary, were in regular classes; thus, indicating that mainstreaming was considered appropriate for many disadvantaged students. Furthermore, the instructional programs were that:

> 1. Students in the sample projects were enrolled in more non-skills training than skills training programs. . .
>
> 2. Almost half of the high school students were enrolled in work experience programs, indicating that it was not difficult to place disadvantaged students in work experience situations. However, the vast majority of students enrolled in work experience projects, (86 percent), were not receiving skills training in school, bringing into question the quality of work experience projects funded for the disadvantaged.
>
> 3. At both the secondary and postsecondary levels, the majority of students enrolled in skill training programs were not receiving instruction in specific occupational areas. [p. 165]

Walsh and Totten discovered that most of the teaching methods were traditional in nature. Individualized instruction, based primarily on the development of program modules and the use of work books was common.

A systems approach is another way to deal with the problems of education. It provides a mechanism to analyze educational problems, establish sound objectives and program priorities, and develop an organized and rational plan as a solution. Therefore, it is a scientific method for attacking the problems of vocational education for the disadvantaged. The program which emphasizes the individual needs of the students was explained by Cohen, et al., (1969):

> This program permits large numbers of students, including the disadvantaged, to be assimilated into a mainstream instructional program. This provides a total context within which "disadvantaged" is an individual determination. Each student is placed according to his talents, abilities and disabilities in that course of instruction that will best serve his individual development. The system employs a comprehensive approach in which academic instruction is interrelated with skill training. It builds in the kind of flexibility that enables a student to pursue a skill-centered course of study while gaining academic credits for postsecondary education.

In the case of vocational education for the disadvantaged, the systems approach takes a total look at many relevant factors, including:

- Occupational opportunities and employer requirements.
- Socio-economic needs of the disadvantaged student population and their occupational preferences.
- Available resources - dollars, personnel, and equipment.
- All program elements, such as student selection and recruitment, counseling, job development and placement in addition to skill training and academic instruction.
- Cost of various alternatives. [pp. 20-21]

Although there is no single way to best teach disadvantaged students, generally individualized instruction is accepted as the key strategy. But, providing individualized instruction for special needs students should not be interpreted to mean that they should be taught in isolation from others. Individualized instruction means that learning events are tailored as closely as possible to the individual learner's needs (Wargo, 1977).

Although designed for the handicapped, the Individual Education Program (IEP) requirement in P.L. 94-142 provides an effective vehicle for individualizing instruction. According to Phelps (1978), the content of the IEP shows:

> annual goals, an assessment of the student's present level of performance, short term instructional objectives, the special services to be provided, and objective criteria and evaluation procedures for assessing, at least annually, the extent to which the objectives are being achieved. [p. 12]

Further, Phelps added some critical considerations in the development of an IEP. They are:

> . . .Vocational education curriculum guides should be jointly reviewed for selection of appropriate instructional objectives.

> . . . Vocational teachers have the option of picking selected objectives from their courses to provide specialized training for special needs students. [p. 12]

Studies Related to Teaching Competencies Needed for Vocational Educators Working With Disadvantaged Learners

The ability and preparation of teachers have a direct relationship to student achievement because teachers are in a position to affect, positively or negatively, to the students. Therefore, staff preparation is crucial to the success of the program integrating special needs students into vocational education classes. Having an adequate supply of teachers with appropriate skills, information, and attitudes is a necessary first ingredient for expanding or improving programs and services.

According to Clark and Evans (1976), teacher educators in vocational and special education have not found enough leadership. "Colleges and universities have been slow since 1968 in developing personnel preparation programs to meet the demands for special needs programs." Therefore, the schools and state departments were cautious about initiating programs without qualified personnel (Clark and Evans, 1976).

The national assessment of vocational education programs for the disadvantaged conducted by the Olympus Research Corporation (1976), showed that staff training was accomplished informally. Staffs were required to meet state certification requirements, and sometimes attend workshops on special education. As discovered, there was little emphasis on special training for staff who work with disadvantaged students (Walsh and Totten, 1976).

Current legislation regarding disadvantaged students has caused some major changes in the delivery of educational programs for special needs students. This has also affected teacher education programs. Teacher education institutions must respond to the changes with appropriate preservice teacher education programs. Phelps and Halloran (1977) cited the major changes and challenges confronting vocational teacher education departments. They are:

> 1. To work cooperatively with faculty members associated with special education, rehabilitation, compensatory education, and guidance and counseling...
>
> 2. To prepare all undergraduates in vocational education to identify and serve special needs learners...
>
> 3. To offer field-based inservice courses and workshops which address the personnel development needs of local educational agencies...
>
> 4. To actively participate in state-wide planning efforts with the State education agency to orchestrate the delivery of both preservice and inservice training...
>
> 5. To prepare personnel (preservice and inservice) to function in a wide variety of roles and settings...
>
> 6. To provide opportunities for all faculty members to develop a minimum level of expertise in serving special populations... [p. 26]

Teacher education institutions have a critical role in the delivery of an appropriate education, including vocational education, to special needs learners.

The Iowa Survey, prepared by the Iowa State Department of Public Instruction and the College of Education at Drake University, identified in-service education as their number one need for improving programs and services for special students. Greenwood and Morley (1977) stated:

> In terms of the content for in-service education, most instructors felt techniques for identifying and assessing student needs, strategies for individualizing instruction, and procedures for acquiring an up-to-date knowledge of available resources and support services were needed and were rated in that order. [p. 26]

Further Clark and Evans (1976) stated:

> The state-of-the-art in preparing vocational and special education personnel to work with special needs students is inextricably interwoven with the states-of-the-art in vocational and technical education, career education, and teacher education, and in the education and training of the handicapped. [Appendix K]

A teacher of the disadvantaged should have competence in his subject area, knowledge in vocational education, and familiarity with methods of instruction which enable him to communicate with his students. Hence, teacher educators have an important task to prepare teachers for this task.

When dealing with the disadvantaged, teacher behavior is very important. Most disadvantaged students suffer from damaged self-esteem. They have not been successful in school. Teachers can reinforce the student's self-concept of unworthiness by their behaviors or they can do just the opposite and treat each student as someone of value. Students can read teachers' attitudes quite easily. When a teacher shows that he cares about the students, positive reaction will occur in the student. Therefore, teacher behavior is very important when teaching the disadvantaged.

Withall (1969) classified teacher verbal behaviors into the following categories:

1. Learner supportive,
2. Acceptant or clarifying,
3. Problem-structuring,
4. Directive,

5. Reproving,

6. Disapproving,

7. Teacher supportive.

The first three responses reflect a non-threatening teacher role. These are:

1. Learner supportive - These are teacher statements or questions that express agreement with ideas, actions or opinions of the learner, or that commend or reassure the learner...Commendation or reassurance may be stated in terms of: (a) class accepted criteria or goals. (b) the private goals and subjective criteria of the teacher. The dominant intent of these statements or questions is to praise, encourage, or bolster the learner.

2. Acceptant or clarifying - These are teacher statements or questions which either: (a) accept, that is, evidence considerable understanding by the teacher of, or (b) clarify, that is, restate clearly and succintly in the teachers words the ideational or feeling content of the learners statement.

3. Problem-structuring - Response by the teacher offer facts or ideas or opinions to the learner...in a non threatening and objective manner. These responses contain no element of advising or recommending the adoption of centain ideas or procedures. (Withall, 1969)

These verbal behaviors are learner supportive teacher behaviors which reduce student misbehavior and increases learning. Students are able to learn only when teacher student relationship is good. Hence, teachers need to have competencies in communicating with students in order to create a normal teacher/student relationship. Cohen, et al., (1969) suggested the following for the teachers of the disadvantaged, if they are to be successful. They need to:

> Understand the unique personal, family, community, social and economic problems of these groups. Minimize cultural and ethnic differences by avoiding conspicuous style of dress, in appropriate speech patterns, or condescending attitudes.

> Communicate with the disadvantaged by utilizing simple, direct vocabulary, without being patronizing. Making genuine identification with the needs to the student. Avoiding sarcastic, judgmental or moralistic tones; and taking a positive, optimistic and encouraging approach.
>
> Cooperate with teachers, counselors, and other professionals in dealing with the reluctance, fears, and ambivalences of the disadvantaged. The goal is to aid the student to gain confidence in his ability to learn, achieve, and experience success.
>
> Adjust teaching approaches to the style and rate of learning of the disadvantaged by using step-by-step targets, stressing the concrete and literal rather than the theoretical and abstract, and pacing his progress to the students' abilities while not underestimating their potential. [p. 11]

Teachers who work with disadvantaged should be "person-centered" and student-oriented. Also, they should be able to earn the confidence of the students (Cohen, et. al., 1969).

In relation with teacher education designs for improving instruction in inter-racial classrooms, Chesler discussed "targets" and "strategies." As Chesler (1969) explained:

> targets are persons or relations representing the foci of teacher change efforts; they include forces which, when altered, could permit or induce teacher change about racial matters in the classroom. Strategies represent ways of proceeding to encourage, permit, or create teacher change. [p. 315]

Chesler (1969) presented his design in a matrix composed of a number of potential targets and strategies. Targets are: knowledge of students, teachers' own feelings, teaching practices, peer relations, relations with administration, and community relations. Strategies are: books, other materials, laboratory training groups, survey feedback, peer sharing sessions, team formation, confrontation-search, problem-solving exercises, derivations from behavioral science research, external consultants. Chesler (1969) explained that neither list of targets or stratigies was mutually exclusive; in fact, the most effective retraining designs may include multiple targets and strategies. The choice of targets and strategies would depend on the school system and the nature of the personnel in the school.

Although Chesler (1969) discussed interracial classroom, his design can be adopted to the class with disadvantaged students.

Studies Related to Teacher Relationships with Disadvantaged Students

Cultural differences between teachers and disadvantaged students is a very important factor in determining whether or not the teaching-learning experience is successful. One culture simply does not transfer easily to another. Reisman (1976) states that poor rapport between a teacher and a disadvantaged student may be caused by the teacher's limited awareness of particular cultural attitudes. He illustrates this with a case history in which a teacher's informality and use of a nickname signified to the student a lack of respect for the person only because it took place across cultural lines. Reisman goes on to make the point: [p. 55]

> "Teaching, testing, etc. is a social situation. Sullen, dull responses may be, in actuality, responses to a teacher who is seen as lacking in respect for the person."

Gottlieb's (1964) study revealed that the attitudes of black teachers toward black students were much more positive than the attitudes of white teachers toward such students. Using an adjective check list, he found that black teachers most often describe black children as fun loving, happy, cooperative, energetic, and ambitious. White teachers described black students as being talkative, lazy, fun loving, high strung, and rebellious.

To the extent that a positive attitude has a positive influence on a student's performance, it would be expected that black teachers are more successful with black students than are white teachers. An extension of this reasoning would state that any teachers with a positive attitude toward disadvantaged students would be expected to be more successful than teachers with less positive, or negative, attitudes toward such students.

Bloom, Davis, and Hess (1965) point to the generally more negative attitudes of teachers toward disadvantaged students than toward students with middle-class backgrounds. They call attention to the fact that teachers attempt to transfer from "difficult" schools and that they fix blame on the students and their parents for difficulties in the classroom. Teacher attitudes contributed further to the lack of a successful teaching-learning-experience. However, when in experimental programs, teachers were provided with curricula more suited to disadvantaged students, positive attitudes developed out of the more successful teaching situation and teacher turnover decreased.

This suggests at least two things. Teachers' personal biases can be reinforced through the use of curricular materials which are inappropriate for disadvantaged students. Also, it suggests that teachers benefit from a successful teaching-learning experience. If a teacher is highly successful it is likely that he will continue to be successful and that his perceptions of disadvantaged students will be increasingly more objective and free from negative bias. Conversely, lack of success may contribute to further lack of success and further reinforce negative biases concerning disadvantaged students.

Trager and Yarrow (1952) conducted a study which, although applied to first and second grade students also may have significance for all teachers, especially those teaching disadvantaged students in classes with non-disadvantaged students. They found that the teacher who openly accepted the socio-cultural differences among students and who worked to create inter-group participation, acceptance and understanding can produce major changes in a positive direction. Warm, receptive teachers who make a conscious effort to influence the acceptance of disadvantaged students by their middle-class peers positively influence the learning experience.

CHAPTER III

PROCEDURES

Since each of the objectives was persued in a separate manor the procedures chapter has been subdivided into five separate, yet related sections. Objectives five and six have been combined for discussion purposes. In order to improve readability it is suggested that the reader refer to the subheadings for the separate procedures employed.

Introduction

Project Advisory Committee

An eleven (11) member advisory committee was formed for the review and direction of the project. Committee members were chosen on the basis of their varied backgrounds at all educational levels and on individual characteristics. Members represented the following positions related to programs for the disadvantaged; undergraduate and graduate faculty in vocational education, teachers and co-op coordinators of the disadvantaged, vocational administrators, a CETA prime sponsor director and project staff.

The committee was asked to recommend directions towards which the project should move to provide needed background information and to suggest speakers and techniques for the project's workshop.

Meetings were held on March 17 and May 25, 1978. The general format for each meeting included a brief introduction, a general description of the objectives of the project and the progress to date of various parts of the project. Lunch was served after the general meeting and an informal discussion was held for approximately one hour following lunch.

Efforts were made to keep meetings as brief but informative as possible so that members could attend with little interruption of regular assigned duties.

Each Committee member was given a folder with the meeting agenda (see Appendix A) and a copy of all materials relating to the project at that time. Recommendations made by the advisory committee were discussed and disseminated to the project staff.

Objective One--National Survey

Sample Selection

The purpose of objective one was to conduct a study of exemplary disadvantaged programs at the national level. A nomination form was constructed for identification of three exemplary programs from each of the 50 states as well as the District of Columbia and the five U.S. Territories. The initial contact via letter and project abstract (see Appendix B) was made to the Directors of Vocational Education. Each director was asked to forward the nomination form to their consultant for disadvantaged programs and request that the nomination form be completed and returned to the project staff. It was felt that if the first contact was made through the director a higher percentage of return would result.

It should be noted that the cover letter defined co-op, self-contained and mainstream programs as per the federal legislation of 1976, (Federal Register, Vol. 42. No. 191, October 3, 1977). The nomination form requested the following information regarding each type of program: name of program, contact person, address of contact person, telephone number, and level of instruction. Fourty-five (45) nomination forms were returned for an eighty (80) percent response.

Data Gathering Instrument

A four page questionnaire was developed for the national study by the project staff (see Appendix C). The questionnaire sought to assess the best practices and innovative approaches being used throughout the nation. The intent of the survey was to address the following areas of concern:

1. Identification and assessment procedures,
2. Programing, and
3. Staffing patterns.

The questionnaire, accompanied by a self-addressed stamped envelope and a cover letter outlining the purpose of the study, was sent to each of the program directors of the exemplary programs identified by their respective consultants (see Appendix D). This initial contact was followed by a follow-up letter, about one month later. This letter was subsequently followed-up by a telephone call after a two week span.

For all three program types - - co-op, self-contained, and mainstream, ninty-two (92) questionnaires were mailed to program nominees. Sixty-seven (67) were usable returns for a seventy-three (73) percent response.

Analysis of Data

As the questionnaires were accured, data were recorded, tabulated, and percentages calculated for each of the three types of programs. Data were also examined and recorded on a tally sheet for each respective program (see Appendix E). This was done in order to disseminate the data as a combined sample as well as per specific program. (Although it was not a part of this project's objectives, the data for specific programs could possibly be disseminated under separate cover.)

Objective Two - - Pennsylvania Survey

Sample Section

Like the national survey, the purpose of objective two was to conduct a "state-of-the-art" study of disadvantaged programs within the Commonwealth of Pennsylvania.

The population surveyed in this study was obtained from the State Department of Education, Vocational Education Program Operations Division, Harrisburg, Pennsylvania. This included 238 disadvantaged projects for which each school was provided "disadvantaged" program monies in 1976-77. This list was subsequently narrowed to 188 projects in which disadvantaged students were enrolled. Those projects which offered curriculum resources and the alike were not surveyed.

Data Gathering Instrument

The same four page questionnaire developed for the national study was used for the Pennsylvania survey. Two minor modifications were made in the title and directions for use of this instrument, beyond this no other changes were made. Therefore, like the national survey, the Pennsylvania survey sought to address the same three areas of concern. Namely, identification and assessment procedures, programing, and staffing patterns.

The questionnaire accompanied by a self-addressed stamped envelope and a cover letter outlining the purpose of the study was sent to each of the schools identified on the PDE list of programs for the disadvantaged (see Appendix F).

Of the 188 questionnaires mailed, 104 were returned for a fifty-five (55) percent response. Eight (8) questionnaires were returned with insufficient data. It was felt by the project staff that this 55 percent response was in actuality much higher because many of the projects from the 1976-77 list which were terminated in 1977 did not respond to the survey but were included in the initial sample size of 188.

Analysis of Data

As the questionnaires were returned, the data were tabulated and percentages were calculated for purposes of comparison. Unlike the national study, no attempt was made to divide the sample by program types.

Objective Three - - A System for the Identification and Assessment of Disadvantaged Learners

A number of different procedures were initiated to develop the initial version of the identification system.

First, the Federal guidelines for disadvantaged programs were obtained and reviewed. These included the Federal Register (Vol. 42, No. 191) of October 3, 1977 which includes the definition of disadvantaged persons, and a document entitled Guidelines for Identifying, Classifying and Serving the Disadvantaged and Handicapped Under the Vocational Education Ammendments of 1968. (Kay, Kemp, and Saunders, 1973)

An extensive review of the literature also was conducted. Emphasis was placed on locating both research and teacher materials. The research literature was reviewed to identify models and/or systems for identification and assessment of special students in vocational education, as well as other types of programs. The two systems proposed by Phelps and Wentling (1977) and Hyde and Wircenski (1974, 1976) were tentatively selected to be modified to produce a functional, single system for identifying and assessing disadvantaged learners in Pennsylvania.

The literature search also located a considerable number of example forms and instruments that could be used by teachers and counselors. A representative collection of the instruments was included in the first draft of the system which will be available under separate cover as part of this project and field-tested in phase II of this project, (1978-79). Other forms, instruments, and procedures for identification and preinstructional assessment will be added during this field test period.

The national state-of-the-art survey also contained several questions related to identification and assessment. The survey of Pennsylvania programs for the disadvantaged contained a similar set of questions. The summary responses for the two surveys are discussed in Chapter IV-National Study and Pennsylvania Study. The summary responses were found to be very helpful in selecting example instruments for identification and assessment.

The proposed system and example instruments were organized in a loose-leaf binder prior to the June workshop. During the workshop one and a half days were devoted to review, discussion, and revision of each section of the system by the participants. Following the workshop, a number of changes were made in the contents of the system. In addition, the field-test plan, which is described in the following section, was prepared. The current field-test version of the identification and assessment system is presented in Appendix R.

Field-test Procedures

The identification and assessment system will be field-tested with 20-25 secondary and postsecondary teachers of disadvantaged students. The purpose of this field-test is to examine the feasible and application of the identification and assessment system's use in the educational environment.

Objective Four - - Instructor Profile

The purpose of this objective of the study sought to determine whether selected personality attributes of highly successful vocational teachers of disadvantaged students were significantly different from the personality attributes of highly successful vocational teachers of non-disadvantaged, non-handicapped students. Also, it was expected that similarities would exist between the personality attributes of least successful vocational teachers of normal students. For the purpose of testing for statistical significance the following hypotheses were advanced:

> Hypothesis 1: The personality attributes of highly successful vocational teachers of disadvantaged students, as measured by the Adjective Check List (ACL), are significantly different from the personality attributes of least successful vocational teachers of disadvantaged students, as measured by the same instrument.

Hypothesis 2: The personality attributes of highly successful vocational teachers of disadvantaged students, as measured by the ACL, are not significantly different from highly successful vocational teachers of normal students, as measured by the same instrument.

Assumptions of the Study

This study made two assumptions, both of which were supported in the literature. One assumption was that the personality of the teacher is a primary vehicle through which interactions with students takes place. In the interacting process the teacher's personality, regardless of how technically competent a teacher may be, if his personality characteristics and modes of behavior generate resentment, or other negative attitudes in the student, the effectiveness of the teaching-learning process is diminished. In the same fashion, teacher characteristics and modes of behavior which serve to motivate students, facilitate the teaching-learning process...perhaps to the point of compensating for some weakness in technical competencies.

The second assumption, closely related to the first, was that the personal bias of the teacher influences the manner in which he interacts with students. That is, personal bias acts as a filter through which the teacher perceives students and the teacher reacts to students on the basis of his perception. Students are treated differently, whether or not the perceptions are accurate. To the extent that teachers' personal biases affect their interactions with students the teaching-learning process is affected. Moreover, the literature revealed that where cultural differences exist, of which the teacher is not aware, the teaching-learning process can be greatly affected--even when the teacher is free of negative bias.

Classification of Subjects

Data for this study were collected from vocational teachers in comprehensive high schools and area vocational technical schools in Pennsylvania. These teachers were previously classified into four groups:

1. Highly successful vocational teachers of disadvantaged students.
2. Least successful vocational teachers of disadvantaged students.
3. Highly successful vocational teachers of normal students.
4. Least successful vocational teachers of normal students.

Selection of Schools

Using the Vocational Education Management Information System Report for 1975-1976 (VEMIS), schools were compared to the following criteria:

1. The school had at least five vocational programs in which disadvantaged students were enrolled, and
2. At least five percent of the total school population was listed as being disadvantaged.

One school was included as an exception to these criteria. The justification for this exception was that although disadvantaged students were enrolled in only four vocational programs, 51 percent of the total school population was listed as being disadvantaged.

Forty-three schools, meeting the criteria, and the one exception to the criteria, were identified as potential participating schools in the investigation. Of these schools, 20 were area vocational technical schools and 24 were comprehensive high schools. Schools designated in the VEMIS report as being special education schools were not considered for inclusion in this study (see Appendix G).

Each principal or director, of the 44 schools was personally contacted by telephone. Each was given, verbally, a description of the study and the need for their cooperation was explained. Thirty-one (31) administrators verbally agreed to participate. The potential sample size of teachers in these 31 schools was 216 teachers. This number, divided into the four groups listed above, yielded 54 teachers in each group.

It must be pointed out that schools in the two largest urban areas of Pennsylvania--Philadelphia and Pittsburgh are not represented in this investigation. Administrators in these two school districts referred the investigator to district officials. Each of these districts declined to participate because of their understandable concern that some portion of union contracts might be violated by participation. Other urban areas of the state, however, are well represented as are suburban and rural areas.

Returns were actually received from 126 teachers (79 percent of the sample), representing the 24 schools.

Criterion for the Selection of Subjects

Highly successful vocational teachers could have been selected by measuring all vocational teachers against established criteria, such as, student retention, student attitudes, student achievement, and student employability. This would have been an extremely time consuming and cumbersome process to discover that which is already a matter of record in the evaluations of teachers by administrators. Hence, the criterion used to determine highly successful and least successful vocational teachers, for both disadvantaged and normal students, was administrative evaluation.

The fact that individual differences exist among administrators and that perceptions of highly successful and least successful teaching may differ somewhat was recognized. However, the educational system recognizes such evaluations and consistently uses them in the decision-making process. The competency and integrity of administrators is assumed by the educational community and was assumed also to be adequate criterion for this study.

The Data Gathering Process

Data were gathered through a mailing cycle. Administrators of the selected schools, who had agreed to participate, were mailed a packet of material. This packet contained:

1. A letter to the administrator confirming the telephone conversation in which he agreed to participate in the study (see Appendix H);
2. A confidential set of instructions to the administrator (see Appendix H);
3. Letters, in sufficient quantity for distribution, asking selected teachers to participate in the study (see Appendix I);
4. Adjective Check List forms in sufficient quantity for distribution to selected teachers (see Appendix J);
5. Instructions for completing the ACL in sufficient quantity for distribution to selected teachers (see Appendix J);
6. Stamped, self-addressed envelopes in sufficient quantity for distribution to selected teachers.

Administrators were instructed to choose four, or eight members of the faculty (depending on the number of programs in which disadvantaged students were selected for each classification). A letter, asking the teacher to participate in the study; and ACL form and a set of instructions for self-assessment and a return envelope were given by the administrator, to each teacher selected. The teachers completed the data forms, sealed them in the return envelope, and mailed them directly to the investigator. Information was not returned to the administrators.

Every attempt was made to preserve the anonymity of participating teachers. Participating administrators were told that their selection of teachers for each classification was to be a confidential matter. This was done in both the telephone contacts and in the letters and instructions sent to the administrators. Teachers were assured of anonymity in the letters directed to them. The classification of teachers who were selected was known only to the administrator making the selection. This evaluation of teachers was based on knowledge already in the possession of the administrator and was not revealed to anyone.

All data forms were identical, except for a simple code on each form corresponding to the classification in which the administrator (privately) placed the teacher. Administrators distributed the data forms, appropriately coded, to the selected teachers in each classification.

The code, of course, was revealed to the participating administrators and they were instructed to maintain the confidentiality of the classifications.

Description of Measures Employed

The ACL (Gough, Harrison G., Consulting Psychologists Press, Palo Alto, California, 1952) was the primary instrument employed in this study (see Appendix J). The ACL consists of 300 adjectives. Subjects place a check mark in front of each adjective which they feel is applicable to themselves in a self-assessment. The ACL is self-administering, requiring only about 15 minutes to complete. There are 24 indices which can be scored from a single administration. This study examined all of the 24 indices: the total number of adjectives checked, the total number of favorable adjectives checked, the total number of unfavorable adjectives checked, defensiveness, self-confidence, self-control, ability, personal adjustment, dominance, endurance, order, nurturance, affiliation, autonomy, aggression, change, succorance, achievement, intraception, heterosexuality, exhibition, abasement, deference, and counseling readiness.

The ACL manual (Gough and Heilbrun, 1965) reported a variety of studies indicating that the ACL indices have appropriate construct validity. Realiability coefficients are reported to be significantly related to certain checked adjectives. Test-retest stability was appropriate to establish the ACL as a reliable instrument. The Seventh Mental Measurements Yearbook (Buros, 1972) listed 233 studies which used the ACL as an instrument. At least 20 of these studies appeared to support the use of the ACL for a study of this nature.

All self-assessment ACL forms were computer scored by National Computer Systems, Minneapolis, Minnesota. The scoring service converted all self-descriptive data to standard scores and plotted each set of ACL data (24 indices) on an ACL profile for each teacher.

Analysis of Data

The hypotheses were tested using analysis of variance applied to the ACL indices resulting from the teachers' self-assessments using that instrument.

Objectives Five and Six
Curriculum Development and Workshop

The procedures employed for objectives five and six are closely related and dependent upon one another so therefore they are discussed concurrently. A request for curriculum materials was part of the questionnaire sent to the exemplary national programs as well as those programs identified in the Pennsylvania survey (see Appendix K). Requests were also made to state curriculum centers, in addition to any other source suggested by the project advisory committee. Those suggestions which appeared to aline themselves with the curriculum to be developed were ordered for reference purposes at the workshop.

A brochure announcing the workshop was sent to all of the area vocational-technical schools in Pennsylvania, the community colleges and comprehensive high schools. The brochure contained the following information: objectives of the workshop, workshop design, reimbursement procedures, contact people, location, selection of participants and credit information (see Appendix L).

A notice was also sent to graduate students in the following divisions of The Pennsylvania State University: Occupational and Vocational Studies, Agriculture Education, and Education of Exceptional Children (see Appendix M).

The workshop agenda was developed by the project staff about one month in advance. Learning activities and guest speakers were selected to accomplish the workshop objectives (see Appendix N).

Twelve professionals responded to the brochure and enrolled in the workshop. The two week workshop began June 12, 1978, Monday through Friday, from 9 a.m. to 4 p.m., and concluded June 23, 1978.

The goals of the workshop entailed:

1. Development of a supplemental skills curriculum (attitudes, responsibility, etc.) for use by classroom teachers who are working with disadvantaged students;
2. A review of various successful programs at the secondary and postsecondary levels, statewide and nationally;
3. A profile of successful teacher traits; and
4. A needs assessment system for the identification of disadvantaged learners.

During the first session of the workshop, introductions were made, the agenda of the workshop was discussed and the goals of the workshop were further elaborated. The agenda combined total group, small group and individual interaction in developing the supplemental skills curriculum. Small groups selected sub-topics of the curriculum for which they developed workable lesson plans. Participants used curriculum materials as resources when possible.

A list of lessons was finalized and lesson plans were developed by the conclusion of the workshop. The format which was utilized for development of the lesson plans is included in Appendix O. Participants volunteered to develop the remaining lesson plans as part of a follow-up activity. (The complete curriculum guide will be disseminated under separate cover). The first draft of the curriculum guide will be field-tested as part of the follow-up activities of this project. At the conclusion of the workshop, participant feedback was solicitated by means of an evaluation instrument (see Appendix P).

CHAPTER IV

FINDINGS

Like Chapter III, Chapter IV was subdivided into five separate, yet related sections. Each section corresponds to one of the project's objectives in Chapter I and to one of the procedures outlined in Chapter III. Objectives five and six are reported simultaneously. In order to facilitate readability it is suggested that the reader refer to the subheadings for each of the separate findings.

National Study

The purpose of this part of the project was to identify the characteristics and innivative approaches employed by exemplary programs throughout the nation. Exemplary programs were separated into three categories, namely co-op, self-contained, and mainstream.

As shown in Table 1, forty-one states, three territories, and the District of Columbia responded to the request for program nominations for a 73 percent return. Nine states and two territories did not return the nomination forms. Three states and one territory returned the form with no nominations at that time. Three program nominations were incorrect in that "handicapped" programs were nominated (See Table 1).

Sample Divided by Program Type

As shown in Table 1, 29 exemplary co-op programs were nominated of which two were incorrect nominations. Seventeen usable questionnaires were returned from the 27 correct nominations for a 63 percent return. Of the request for exemplary self-contained programs, 34 programs were nominated

TABLE 1

NATIONAL STUDY

PROGRAM NOMINATIONS AND RETURNS OF QUESTIONNAIRES BY STATE AND PROGRAM CLASSIFICATION

	CO-OP		SELF-CONTAINED		MAINSTREAM	
STATE	PROGRAM NOMINATION	PROGRAM RETURN	PROGRAM NOMINATION	PROGRAM RETURN	PROGRAM NOMINATION	PROGRAM RETURN
Alabama	YES	NO	YES	NO	YES	YES
Alaska	----------NO RESPONSE----------					
Arizona	----------NO RESPONSE----------					
Arkansas	YES	NO	YES	YES	NO	N/A
California	NO	N/A	YES	YES	YES	YES
Colorado	YES	YES	YES	YES	YES	YES
Connecticut	YES	YES	NO	N/A	YES	YES
Delaware	YES	YES	YES	YES	YES	YES
Florida	NO	N/A	YES	YES	YES	YES
Georgia	NO	N/A	NO	N/A	YES	YES
Hawaii	YES	YES	YES	NO	YES	YES
Idaho	NO	N/A	YES	YES	NO	N/A
Illinois	YES	YES	YES	NO	YES	YES
Indiana	YES	NO	YES	YES	YES	YES

CONTINUATION OF TABLE 1

NATIONAL STUDY

PROGRAM NOMINATIONS AND RETURNS OF QUESTIONNAIRES BY STATE AND PROGRAM CLASSIFICATION

	CO-OP		SELF-CONTAINED		MAINSTREAM	
STATE	PROGRAM NOMINATION	PROGRAM RETURN	PROGRAM NOMINATION	PROGRAM RETURN	PROGRAM NOMINATION	PROGRAM RETURN
New Hampshire	NO	N/A	YES**	N/A	YES	YES
New Jersey	------NO RESPONSE------					
New Mexico	NO	N/A	NO	N/A	NO	N/A
New York	YES	YES	YES	YES	YES	YES
Norht Carolina	YES	YES	NO	N/A	NO	N/A
North Dakota	------NO RESPONSE------					
Ohio	YES	YES	YES	YES	YES	YES
Oklahoma	NO	N/A	YES	NO	YES	YES
Oregon	NO	N/A	NO	N/A	NO	N/A
Pennsylvania	YES	YES	YES	YES	YES	YES
Rhode Island	YES	NO	YES	YES	YES	YES
South Carolina	NO	N/A	NO	N/A	YES	YES
South Dakota	NO	N/A	YES	YES	YES	YES

CONTINUATION OF TABLE 1

NATIONAL STUDY

PROGRAM NOMINATIONS AND RETURNS OF QUESTIONNAIRES
BY STATE AND PROGRAM CLASSIFICATION

STATE	CO-OP		SELF-CONTAINED		MAINSTREAM	
	PROGRAM NOMINATION	PROGRAM RETURN	PROGRAM NOMINATION	PROGRAM RETURN	PROGRAM NOMINATION	PROGRAM RETURN
Iowa	---NO RESPONSE---					
Kansas	---NO RESPONSE---					
Kentucky	YES	YES	YES	YES	YES	YES
Louisiana	NO	N/A	YES	YES	NO	N/A
Maine	---NO RESPONSE---					
Maryland	YES	NO	YES	YES	YES	YES
Massachusetts	YES	NO	YES	YES	YES	NO
Michigan	YES	YES	NO	N/A	YES	YES
Minnesota	YES	YES	YES	YES	YES	YES
Mississippi	NO	N/A	NO	N/A	NO	N/A
Missouri	YES	YES	YES	YES	YES	YES
Montana	NO	N/A	YES	NO	NO	N/A
Nebraska	YES	NO	YES	YES*	YES	YES
Nevada	YES	NO	YES	NO	YES	NO

CONTINUATION OF TABLE 1

NATIONAL STUDY

PROGRAM NOMINATIONS AND RETURNS OF QUESTIONNAIRES
BY STATE AND PROGRAM CLASSIFICATION

	CO-OP		SELF-CONTAINED		MAINSTREAM	
STATE	PROGRAM NOMINATION	PROGRAM RETURN	PROGRAM NOMINATION	PROGRAM RETURN	PROGRAM NOMINATION	PROGRAM RETURN
Tennessee	YES	YES*	YES	YES	YES	YES
Texas	YES**	N/A	YES	NO	NO	N/A
Utah	NO	N/A	YES	YES	YES	YES
Vermont	YES	YES	YES	YES	YES	YES
Virginia	YES	YES	YES	NO	NO	N/A
Washington	YES**	N/A	YES	NO	NO	YES
West Virginia	---NO RESPONSE---					
Wisconsin	YES	YES	YES	YES	YES	NO
Wyoming	---NO RESPONSE---					
(District) Washington, D.C.	YES	YES	NO	N/A	NO	N/A
(Territories) American Samoa	YES	NO	YES	NO	NO	N/A
Guam	NO	N/A	NO	N/A	YES	NO

CONTINUATION OF TABLE 1

NATIONAL STUDY

PROGRAM NOMINATIONS AND RETURNS OF QUESTIONNAIRES
BY STATE AND PROGRAM CLASSIFICATION

	CO-OP		SELF-CONTAINED		MAINSTREAM	
STATE	PROGRAM NOMINATION	PROGRAM RETURN	PROGRAM NOMINATION	PROGRAM RETURN	PROGRAM NOMINATION	PROGRAM RETURN
Puerto Rico	NO	N/A	NO	N/A	NO	N/A
Trust territory of Pacific Islands	----------------------------NO RESPONSE----------------------------					
Virgin Islands	----------------------------NO RESPONSE----------------------------					
Total Returns	29	18	34	23	32	28
Usable Returns	27	17	33	22	32	28

*--Incomplete

**--Incorrect Nomination

of which one was an incorrect nomination. Twenty-two questionnaires were returned correctly for a 67 percent return. Of the request for exemplary mainstream programs 32 programs were nominated from which 28 questionnaires were returned, for an 88 percent return.

When the sample was combined, a total of 92 exemplary programs were nominated of which 67 responded to the survey questionnaire for a 73 percent return.

Overview of Specific Findings

The material that follows is a synthesis of information emanating from the study of national exemplary programs. The sections are classified in three segments. They are: identification and assessment, programing, and staffing. A series of questions sought answers to various criteria under each segment. All data are compared as percentages of respondents.

Identification and Assessment

Question #1

Check the information and data that are collected for the purpose of identifying disadvantaged learners.

Seventy-one percent of the co-op, 86 percent of the self-contained and 71 percent of the mainstream programs used achievement test scores for identification purposes. Twenty-nine percent of the co-op, 55 percent of the self-contained and 54 percent of the mainstream programs used aptitude test socres for the purpose of identification. School attendance records were utilized for 94 percent and 77 percent of the co-op and self-contained programs, respectively, but only 46 percent of the mainstream programs. Family income and family status, such as a single parent, were utilized for identification purposes in about 75 percent of the self-contained programs. The same criteria was employed in about one-third to one-half of the mainstream and co-op programs. "Other" identification methods were extremely varied for each program type. The only uniformity found was in the use of counseling personnel for referral purposes.

Question #2

> Indicate specific criteria that is used for determining whether a student is academically or economically disadvantaged.

Economic Disadvantaged. Thirty-five percent of the co-op, 64 percent of the self-contained, and 36 percent of the mainstream programs cited a specific family income level in proportion to size, as the criteria employed to identify economically disadvantaged learners. An unemployed parent was utilized for 47 percent, 41 percent, and 32 percent of the co-op, self-contained, and mainstream programs respectively. Welfare assistance was utilized in seven out of 10 self-contained programs but was employed in but a little more than one-half of the co-op and mainstream programs.

Academic Disadvantaged. Sixty-five percent of the co-op, 73 percent of the self-contained and 64 percent of the mainstream programs used a specific number of grade levels below the norm in math as an identification criteria. The number of years below the norm ranged from one to nine years. Seventy-seven percent of the co-op, 68 percent of the self-contained, and 64 percent of the mainstream programs used a specific number of grade levels below the norm in reading as an identification criteria. The number of years below the norm ranged from one to nine years.

An overall minimum level grade average was used as criteria for 35 percent of the co-op, 45 percent of the self-contained and 46 percent of the mainstream programs. This ranged from one to eight years below grade school. Teacher referrals were used as criteria for academically disadvantaged students for 71 percent of the co-op, 59 percent of the self-conatined and 79 percent of the mainstream programs. "Other" criteria most often cited for all three program referrals was lack of interest in school and poor attendance records.

Question #3

Indicate how the identification information is used in your program.

An overwhelming percentage (77-100, self-contained, mainstream, and co-op, respectively) used the identification information collected for determining the type of support services needed for disadvantaged learners. The second most frequently mentioned reason given for the use of identification information was to plan specific instructional experiences (86-89 percent, self-conatined, mainstream, and co-op, respectively). The third most often sited use of identification information was modifying/adjusting curriculum (68-88 percent, mainstream, self-contained, and co-op, respectively). The most frequently mentioned "Other" reason for use of the identification information was for the development of individual student program planning.

Question #4

Check the personnel (by title) involved in determining the in-school placement and specific services provided to disadvantaged learners.

Percentages involved in determining placement and services are listed in Table 2.

TABLE 2

NATIONAL STUDY

PERSONNEL INVOLVED IN DETERMINING PLACEMENT AND OTHER SERVICES FOR DISADVANTAGED LEARNERS

Personnel	Co-op Percentages	Self-Contained Percentages	Mainstream Percentages
Guidance counselor(s)	88	72	82
Home school counselor(s)	84	32	32
Administrators	71	73	71
Occupational teachers	82	73	75
Remedial/Support teachers	71	64	79
Others	59	55	64

As shown in Table 2, guidance personnel were utilized extensively for placement and other services in all the program types. The reliance on administrators, occupational teachers and remedial/support teachers ranged from a low of 64 percent in self-contained, to a high of 82 percent, in co-op programs. The "Others" most frequently involved for placement and other services were: school psychologists, placement coordinators, and local and state agencies.

Question #5

Identify specific services available to disadvantaged learners in your program.

The specific support services available to each program's disadvantaged learners are shown in Table 3.

TABLE 3

NATIONAL STUDY

THE TYPES OF SPECIFIC SUPPORT SERVICES AVAILABLE TO DISADVANTAGED LEARNERS BY PROGRAM TYPE

Services	Co-op Percentages	Self-Contained Percentages	Mainstream Percentages
Remedial Reading	82	77	68
Vocational Guidance	88	91	93
Personal Guidance	88	86	82
In-Class Tutorial Assistance	65	77	61
Teacher Aids	35	41	39
Interperters/Bilinquists	6	14	18
Work Evaluation	77	55	61
Diagnostic Testing	65	59	64
Family Counseling	41	32	32
Others	41	36	61

The most often mentioned service available to all three program types was vocational and personal guidance and counseling. It was interesting to note that mainstream programs utilized less in-class tutorial assistance than either co-op or self-contained programs. Some of the other services mentioned were; reading specialists and free lunches.

Question #6

List the titles of any specific tests that are utilized for: (1) initial identification of disadvantaged learners, and (2) assessing achievement or progress.

Initial Identification of Disadvantaged Learners. This was one area of nonconformity between and among program classifications. More than 43 different types of standardized and non-standardized tests were utilized to assist in the initial identification process. The most frequently employed standardized tests for all programs were the California Test of Basic Skills, the Wide Range Achievement Test and the Stanford Achievement Test. The most often mentioned non-standardized assessment measure was teacher and/or guidance referrals.

No patterns could be found among each of the three program classifications in terms of measuring initial identification of disadvantaged learners. The range of assessment measures included; general achievement, math skills, referrals from teachers and supervisors, and personal interviews. These findings are similar to those of the Olympus Research Corporation's 1976 study of programs for the disadvantaged in that the identification and assessment of disadvantaged learners was often an area of much inconsistency.

Assessing Achievement or Progress. Like the initial identification and assessment problem discussed above, the findings for assessment achievement or progress were also varied between and among program classifications. More than 32 different standardized and non-standarized measures were facilitated to determine achievement or progress. Virtually no duplication in standardized tests was found between programs except in the use of the Stanford Achievement Test. Among programs, teacher made assessment measures were the most common non-standardized method for measuring learner progress. This also was the case when examining the data between the three program classifications.

It was extremely interesting to note, that although initial identification measures were used to assess learner progress on a wide varity of variables, these same variables were often not measured with the same instrument to determine actual achievement or progress.

Question #7

> Describe the procedures used to determine student progress or achievement, during the program (formative assessment), and at the conclusion of the program (summative assessment).

During the Program (Formative Assessment). Unlike the findings for the initial identification and assessment of achievement, the findings for measuring achievement during program operation were not at all varied between and among program classifications. All but two of the 92 co-op, self-contained and mainstream programs utilized non-standardized measures of learner achievement. The most often cited techniques were: teacher observation/assessment, rating scales, evaluation of assignments, attendance, supervisor's evaluation, employer ratings, quizes, tests, classroom performance and competency check lists. Approximately 70-80 percent of the formative assessment measures might be classified as more subjective than objective evaluation procedures.

At the Conclusion of the Program (Summative Assessment). The most frequently cited measurement system between and among all program types was the pretest-posttest comparison. Other summative measures were: grades, attendance, performance, teacher evaluations, counseling sessions, employer evaluations and student evaluations. Unlike the formative assessment measures discussed above, many of the summative assessment measures might be classified as a more objective type of evaluation--that is comparing pretest results with posttest results. Although how these results were subsequently interpreted was unknown. Only a few programs specifically mention a third party--administrator, employer, tutors, or others involved in the summative assessment of learner achievement. The vast majority involved teacher assessments.

Question #8

> Describe the purposes of the formative and summative assessments (i.e., who receives the information and how do they utilize it?) Formative Assessment Information, and Summative Assessment Information.

Formative Assessment Information. Almost all the programs utilized the formative assessment information for determining student growth and for program planning. As would be expected, the program staff was the most frequently mentioned recipient of the assessment information. Administrators and state special needs staff personnel, respectively, were the second and third most mentioned recipients of this information for all three programs classifications.

Summative Assessment Information. As would be expected, the primary reason behind the summative assessment was program evaluation and consequently the results were most often diseminated to administrators, special needs state staff, personnel staff, other school personnel, and others. There was very little difference between program classifications on the nature of summative assessment.

Question #9

Identify the personnel responsible for the assessment of student progress or achievement.

The personnel responsible for the formative and summative assessment of student achievement is shown in Table 4.

An examination of Table 4 reveals the little degree of involvement by administrators in both the formative and summative evaluation process for all three program classifications. This involvement ranged from a low of five percent to a high of 55 percent--co-op--formative and summative evaluations. As would be expected, the teachers of the programs, generally, were the persons most responsible for both formative and summative evaluations in all three program types. The most frequently mentioned "Others" were third party evaluators and employment representatives, although these were negligible percentages.

Question #10

Show the estimated program enrollments for the years indicated.

Co-op Programs. Table 5 shows the estimated enrollments for the 1975-76, 1976-77, and 1977-78 school years of students in exemplary co-op programs for the disadvantaged learners.

TABLE 4

NATIONAL STUDY

PERSONNEL RESPONSIBLE FOR THE FORMATIVE AND SUMMATIVE ASSESSMENT OF STUDENT ACHIEVEMENT BY PROGRAM CLASSIFICATION

Personnel	Co-op		Self-Contained		Mainstream	
	Formative Percentages	Summative Percentages	Formative Percentages	Summative Percentages	Formative Percentages	Summative Percentages
Guidance Counselor(s)	50	44	45	32	33	37
Teacher(s) of program(s)	59	67	73	50	96	70
Occupational teacher(s)	61	44	55	50	63	52
Remedial/Support teacher(s)	67	33	59	27	67	48
Administrator(s)	5	55	18	41	30	37
Others	1	3	2	2	3	2

TABLE 5

NATIONAL STUDY

ESTIMATED ENROLLMENTS OF STUDENTS IN CO-OP PROGRAMS FOR THE DISADVANTAGED, BY TYPE OF DISADVANTAGEMENT, LEVEL AND SCHOOL YEAR

Classification of Disadvantaged	1975-76 Secondary N=12	1975-76 Postsecondary N=2	1975-76 Adult N=0	1976-77 Secondary N=15	1976-77 Postsecondary N=2	1976-77 Adult N=0	1977-78 Secondary N=15	1977-78 Postsecondary N=2	1977-78 Adult N=0
a. Academically disadvantaged	1717	165		2620	146		2788	146	
b. Economically disadvantaged	1949	182		1451	196		1451	196	
c. Culturally disadvantaged	93			109			109		
d. a, b, and/or c combined	55								
e. Others									
TOTAL ENROLLMENT	3814	347	0	4180	342	0	4348	342	0
AVERAGE ENROLLMENT/ PROGRAM	317	174	0	279	171	0	290	171	0

An examination of Table 5 reveals that the average program enrollments, at the secondary level, have held rather steady over the last three school years--317 students in 1975-76 to 289 student in 1977-78. (It is important to note that an exemplary program in actuality may, and very often does, represent a number of programs or classes within one school or school system.) This same steady enrollment pattern also held true at the postsecondary level.

It also was evident that the concept of adult co-op programs for the disadvantaged has yet to progress to any degree to warrant nomination as an exemplary program. This was understandable considering the small number of adult co-op programs as compared to the large number of secondary programs.

Table 5 also reveals that enrollments in the vast majority of programs at both the secondary and postsecondary levels are classified as either academically or economically disadvantaged.

Self-Contained Programs. Table 6 shows the estimated enrollments of students in exemplary self-contained programs for the disadvantaged for the 1975-76, 1976-77, and 1977-78 school years.

TABLE 6

NATIONAL STUDY

ESTIMATED ENROLLMENTS OF STUDENTS ENROLLED IN SELF-CONTAINED PROGRAMS FOR THE DISADVANTAGED BY TYPE OF DISADVANTAGEMENT, LEVEL AND SCHOOL YEAR.

Classification of Disadvantaged		1975-76			1976-77			1977-78	
	Secondary N=14	Postsecondary N=2	Adult N=4	Secondary N=16	Postsecondary N=2	Adult N=4	Secondary N=17	Postsecondary N=2	Adult N=4
a. Academically disadvantaged	1208	35	170	1562	50	220	1946	104	306
b. Economically disadvantaged	794	26	157	779	34	234	959	86	355
c. Culturally disadvantaged	155			125	4	1	189	4	4
d. a, b, and/or c combined	200	5	5	329			143		
e. Others	81			81			87		
Total Enrollment	2438	66	332	2876	88	455	3324	194	665
Average Enrollment/ Program	174	33	83	180	44	114	196	97	166

A review of the data for average program enrollments for secondary level self-contained programs reveals similar results when compared to the average program enrollments for secondary co-op programs. Both show a steady enrollment pattern. Postsecondary enrollment averages were also similar to those at the secondary level, with the exception of a two-fold increase in the 1977-78 school year when compared to the 1975-76 school year.

Considering the fact that no adult level co-op programs were nominated (Table 5) as exemplary in nature, the four self-contained programs identified might indicate that this approach to serving the needs of disadvantaged adults warrants further study. The average enrollment in these four programs has shown a two-fold increase in just three school years.

Like the enrollments in the co-op programs, the vast majority of disadvantaged learners, at the secondary and postsecondary levels, were classified as either academically or economically disadvantaged. This was also the case for adult level self-contained programs.

Mainstream Programs. Table 7 shows the estimated enrollments of students in exemplary mainstream programs for the disadvantaged for the 1975-76, 1976-77, and 1977-78 school years.

A review of the data for average program enrollments for mainstream programs at the secondary level shows a substantial increase from 1975-76 (426 students) to 1976-77 (640 students), but a drop-off in the 1977-78 school year to a low of 372 students. Enrollment averages for postsecondary and adult programs, also followed this same pattern although not quite as pronounced.

Table 7

ESTIMATED ENROLLMENTS OF STUDENTS ENROLLED IN MAINSTREAM PROGRAMS FOR THE DISADVANTAGED BY TYPE OF DISADVANTGEMENT, LEVEL, AND SHCOOL YEAR.

		1975-76			1976-77			1977-78	
Classification of Disadvantaged	Secondary N=13	Postsecondary N=8	Adult N=5	Secondary N=20	Postsecondary N=9	Adult N=5	Seocndary N=23	Postsecondary N=9	Adult N=5
a. Academically disadvantaged	3257	392	318	7467	1016	316	5180	592	283
b. Economically disadvantaged	1059	76	490	2999	161	522	2679	168	261
c. Culturally disadvantaged	945	28	75	1676	97	34	22	63	35
d. A, B, and/or C combined	275	250		672			684	300	37
e. Others	5	53	42	5	60	279		59	247
* Total Enrollment	5541	799	925	12819	1334	1151	8565	1182	863
* Average Enrollment/ Program	426	100	185	640	148	230	372	131	173

Another interesting point was the number (14 nominations) of postsecondary and adult mainstream programs identified as exemplary in nature when compared to both co-op (only 2 nominations) and self-contained (only 6 nominations). If this is any indication of the total number of programs, nationally, then the concept of mainstreaming at the postsecondary and adult levels appears to be growing very rapidly.

Further analysis of the data in Table 7, reveals the same patterns in classifications of the disadvantaged, either academic or economic, as found previously in co-op and self-contained programs at the secondary, postsecondary and adult levels.

Programing

Question #11

Approximate the amount of funds you are now receiving for your program (by federal, state, and local).

Twelve of the 17 co-op programs reported data as requested. For these 12 programs a total of; $633,107 federal, $185,500 state and $407,082 local funds were received for program operations, for an average of $102,141 total funds per program. The other five programs reported the data as a percentage.

Fourteen of the self-contained programs reported data as requested. For these 14 programs a total of; $888,200 federal, $1,345,382 state, and $125,626 local funds were received for program operations, for an average of $168,515 total funds per program. Four programs reported funding figures in percentages; two programs were funded on a 50 percent match basis between local and federal, one was funded 100 percent with federal dollars, and one was funded with a 44 percent federal to a 56 percent local match.

Sixteen of the mainstream programs reported data as requested. For the 16 programs a total of; $2,461,565 federal, $429,087 state and $218,731 local funds were received for program operations, for an average of $197,770 total funds per program (includes one additional program which reported data as a total figure). Six programs reported funding figures in percentages; these ranged from 1 percent local to 92 percent federal support.

Question #12

Length of Program Operation

Seventy-seven percent of the co-op, 59 percent of the self-contained, and 50 percent of the mainstream programs have been in operation more than three school years. Twenty-four percent, 9 percent and 14 percent of the co-op, self-contained and mainstream programs, respectively, have been in operation two school years. Fourteen percent and 9 percent of the mainstream and self-contained programs have been in operation less than one year.

Question #13

A clear statement of the philosophy for the program exists.

One hunderd percent of the co-op program respondents, 95 percent of the self-conatined program respondents and 86 percent of the mainstream program respondents reported an existing program philosophy. Conversely, 5 percent of the self-contained and 11 percent of the mainstream programs reported no existing philosophy.

Question #14

Objectives for the program are based on job opportunities available within the community.

On the returned questionnaires, 82 percent of the co-op programs, 91 percent of the self-contained and 79 percent of the mainstream programs indicated that program objectives were based on available jobs in the community. Eighteen percent of the co-op, 9 percent of the self-contained and 18 percent of the mainstream programs indicated that program objectives were based on other criteria.

Question #15

An advisory committee was formed to offer assistance with the operation and direction of the program.

Ninty-four percent of the co-op, 82 percent of the self-contained, and 86 percent of the mainstream program respondents reported an existing advisory committee. Conversely, 6 percent of the co-op, 18 percent of the self-contained, and 14 percent of the mainstream programs reported no existing advisory committee.

Question #16

The advisory committee meets ______(number of times during the year).

For all three program classifications the advisory committee generally met from two to eight times during the year. Fourteen percent of the respondents indicated an advisory committee met ten or more times a year. Most respondents stated that their committees met two or three times a year.

Question #17

The following are represented on the advisory committee.

An examination of Table 8 reveals the make-up of the advisory committee structure for each program classification.

TABLE 8

NATIONAL STUDY

PERSONNEL REPRESENTED ON PROGRAM ADVISORY COMMITTEES BY PROGRAM CLASSIFICATION

Personnel	Co-op Percentages	Self-Contained Percentages	Mainstream Percentages
Parents	71	41	50
Administrators	82	59	79
Special Needs Personnel	53	41	54
Teachers	65	55	64
Representatives from Industry Within Community	88	73	68
Students	29	9	29
Others	29	32	21

For all three program classifications; administrators, special needs personnel, teachers and represenatives of business or industry were rather equally represented in the advisory committee structure. It was interesting to note that the involvement of parents and students on advisory committees, parents were represented on a high of 71 percent of the co-op programs and a low of 41 percent of the self-contained programs. On the other hand, students were represented on 29 percent of the mainstream and co-op programs.

Question #18

Students are mainstreamed into other individual vocational programs. (eg., a carpentry)

One hundred percent of the co-op, 59 percent of the self-contained and 86 percent of the mainstream program respondents answered positively, that students are mainstreamed into other individual vocational programs. It would appear that disadvantaged learners are being provided the opportunity to enroll in other vocational programs either during or following completion of their present program of instruction.

Question #19

Students can enroll in this program without encountering conflicts with other required courses.

Eighty-eight percent of the co-op, 91 percent of the self-contained, and 89 percent of the mainstream respondents reported that students could enroll in their vocational program without encountering conflicts with other required courses. These findings, in conjunction with those in question number 18, are important because very often vocational education programs have been considered "too time consuming", thus creating conflicts with other required courses or programs.

Question #20

The opportunity for a co-op experience exists for disadvantaged students.

Programs reporting there was an opportunity for a co-op experience were; self-contained - 73 percent, and mainstream - 75 percent. Obviously, most of the co-op programs provided this opportunity.

Staffing

Question #21

The number of program instructors is_____.

The average number of program instructors for all co-op programs was approximately 6.5. One program reported 46 instructors involved in co-op instruction for disadvantaged learners. With this one program removed, the average exemplary co-op program employed approximately 3.5 instructors. The average number of program instructors for all self-contained programs was approximately 9. Five programs employed 12 or more instructors. One program employed 47 instructors. As would be expected, the exemplary mainstream programs were much larger. The average program involved the use of about 17.5 instructors. Five programs employed 28 or more instructors. One program utilized 110 instructors.

Question #22

There is a state certification or endorsement required of teaching disadvantaged learners.

On the returned questionnaires, 59 percent of the co-op, 41 percent of the self-contained, and 32 percent of the mainstream programs indicated that yes, there was a state certification or endorsement requirement for teaching disadvantaged learners. These percentages may be inadvertently high because many respondents considered the regular state certification requirement to include instruction of disadvantaged learners.

Question #23

All full-time instructor/instructors have business, industrial or trade experience.

Participants which responded positively to this statement were; 82 percent of the co-op, 82 percent of the self-contained and 68 percent of the mainstream programs. These percentages may be inadvertently low because some full-time personnel who provide teaching support services such as math and reading instruction were also included in these data.

Question #24

All instructors are members of professional associations related to the teaching of disadvantaged learners.

Fifty-nine percent of the co-op, 36 percent of the self-contained and 21 percent of the mainstream program respondents answered yes, their instructors were members of professional associations related to the teaching of disadvantaged learners.

Question #25

The instructors participated in related preservice or inservice activities and/or workshops for the disadvantaged.

Those respondents who answered yes to this question on professional improvement were: 100 percent of the co-op, 91 percent of the self-contained, and 86 percent of the mainstream programs. It was rather evident from these data that the vast majority of the instructors who are teaching disadvantaged learners are acquiring additional experiences by means of inservice instruction.

Question #26

The guidance counselor/counselors play an
active role in this program.

Most respondents answered that their guidance counselor/counselors played an active role in their programs as indicated by 88 percent of the co-op, 82 percent of the self-contained, and 86 percent of the mainstream programs answering yes to this question.

Question #27

Are teacher aids employed in this program?

Approximately half of all programs responding to the questionnaire had teacher aids employed in their programs. Specifically, 41 percent of the co-op, 50 percent of the self-contained, and 36 percent of the mainstream program respondents answered positively to this question.

Question #28

Question number 28 was eliminated because it
referred to question #26 instead of question #27.

Question #29

An organized plan exists for placement of
students in an employed position.

Eighty-two percent of the co-op, 73 percent of the self-contained, and 86 percent of the mainstream program respondents answered that they had an organized plan existing for placement of students in an employed position.

Question #30

Follow-up studies are conducted of the student's employment history.

Eighty-two percent of the co-op, 73 percent of the self-contained and 86 percent of the mainstream program respondents replied that follow-up studies of the student's employment history were conducted in their program.

Question #31

Follow-up studies are conducted. (If the program conducted follow-up studies as indicated by a positive response in question #30 they answered how frequently these studies were conducted).

Follow-up studies were conducted each year in 53 percent of the co-op, 64 percent of the self-contained, and 79 percent of the mainstream programs. Studies were conducted every other year in 16 percent, 5 percent, and 7 percent of the co-op, self-contained, and mainstream programs, respectively. Five percent of the self-contained and 14 percent of the mainstream programs ran follow-up studies on a five-year basis.

Question #32

Students are members and participate in club related activities.

An examination of the data in Table 9 reveals that 41 percent of the co-op students are members of Distributive Education Clubs of America

TABLE 9

NATIONAL STUDY

PARTICIPATION IN CLUB RELATED ACTIVITIES BY PROGRAMS AND CLUBS

Club	Co-op Percentages	Self-Contained Percentages	Mainstream Percentages
Vocational Industrial Clubs of America (VICA)	24	18	71
Home Economics Related Occupations (HERO)	12		18
Distributive Education Clubs of America (DECA)	41	5	61
Future Homemakers of America (FHA)	12	9	36
Others	59	27	54

and 24 percent are members of Vocational Industrial Clubs of America. Eighteen percent of the self-contained program students are members also of Vocational Industrial Clubs of America. Seventy-one percent and 61 percent of the students enrolled in the exemplary mainstream programs are members of Vocational Industrial Clubs of America and Distributive Education Clubs of America, respectively. The most frequently mentioned "Others" was Future Farmers of America.

Question #33

If there was something in your program to be changed, what would it be?

Co-op Programs. The responses to this open-ended question were varied. Three respondents suggested that their co-op programs be expanded to include more students who desired special services. One respondent discussed the concern for better state and federal labor laws to make placement of disadvantaged learners, between the ages of 14 and 16, less restrictive. Two respondents suggested the assistance of paraprofessionals and secretarial aids to alleviate overworked staffs.

Self-Contained Programs. Only three respondents from the self-contained programs replied to the request for suggestions. One suggested a new building, a second suggested additional monies to pay staff for planning time and the third felt there was a need for more "career education" experiences.

Mainstream Programs. Two respondents suggested a need for more counseling services for the students enrolled in regular vocational programs. One suggested the need for more non-federal funding while another desired to expand program operations to include additional services and more students. One program director suggested an improved communication link with all those involved in the mainstream program.

Pennsylvania Study

The purpose of this part of the project was to examine the state-of-the-art of programs for the disadvantaged in the Commonwealth of Pennsylvania. One hundred and eighty-eight projects were selected for survey from a list (1976-77) obtained from the Department of Education, Vocational Education Programs Operations Division, Harrisburg, Pennsylvania. Of the 188 questionnaires mailed, 104 were returned for a 55 percent response.

Overview of Specific Findings

The data that follows is a synthesis of information from the study of programs for the disadvantaged in Pennsylvania. The sections are classified in three segments. They are: Identification and Assessment, Programing, and Staffing. Like the national study, a series of questions sought answers to various criteria under each segment. All data are compared as percentages of respondents.

Identification and Assessment

Question #1

Check the information and data that are collected for the purpose of identifying disadvantaged learners.

Eighty-eight percent of all programs used achievement test scores for identification purposes. Additional criteria employed were; (65 percent) school attendance, (51 percent) aptitude test scores, (54 percent) family income, and (30 percent) family status, such as single parent. These findings were very similar to those of the national study. Other identification information or data was employed in 41 percent of the programs. The most common method was an examination of academic records (28 percent).

Question #2

Indicate specific criteria that is used for determining whether a student is academically or economically disadvantaged.

Economic Disadvantaged. Family on welfare assistance (49 percent), annual family income (36 percent), and unemployed parent (34 percent) were the three most frequently mentioned criteria utilized for determining whether a student was economically disadvantaged. Various other criteria were used in 41 percent of the programs, the most often cited was meeting requirements for free lunch program.

Academic Disadvantaged. One of the most frequently employed criteria for determining a student's academic disadvantagement was below grade level in reading (76 percent), the most common number of years below the norm was two to three in 72 percent of the programs. The other most frequently employed criteria for determining a student's academic disadvantagement was below grade level in math, also 76 percent. The most common number of years below the norm was also two to three in 76 percent of the programs. These findings were somewhat similar to those of the national study where 70 percent of all programs cited below the norm in math and 64 percent cited below the norm in reading level as criteria for determining whether a learner was academically disadvantaged. Teacher referrals and below minimum grade average also were utilized in 61 percent and 33 percent, respectively, of the programs. Other criteria were utilized in 41 percent of the programs. Counselor conferences were the most common "Other" methods (35 percent).

Question #3

Indicate how the identification information is used in your program.

The results of this question were:

a. Planning specific instructional experiences (77 percent)
b. Modifying/adjusting curriculum (70 percent)
c. Determining needed services (61 percent)
d. Others (27 percent)

The most common "Other" identification information was used for determining placement and determining individual education programs (46 percent).

Question #4

Check the personnel (by title) involved in determining the in-school placement and specific services provided to disadvantaged learners.

Guidance counselors (91 percent) were the most often cited for in-school placement and other services provided for the disadvantaged. Administrators, occupational teachers, and remedial/support teachers (all about 61 percent), were utilized for the same purposes. Home school counselors were involved in 32 percent of the programs for placement and other services. Classroom teachers, psychologists and psychiatrists (35 percent) were the others most frequently suited for such services.

Question #5

Identify specific support services available to disadvantaged learners in your program.

The results from this question were as follows:

1. Vocational guidance/counseling (81 percent)
2. Personal guidance/counseling (71 percent)
3. Remedial reading (62 percent)
4. Diagnostic testing (53 percent)
5. In-class tutorial assistance (48 percent)

6. Work evaluation (43 percent)
7. Teacher aids (35 percent)
8. Family counseling (13 percent)
9. Interpreters/bilinguists (7 percent)
10. Other services (33 percent)

The most common "Other services" was job placement (13 percent).

Question #6

List the titles for any specific tests that are utilized for: (a) Initial identification of disadvantaged learners (b) Assessing achievement or progress.

Initial Identification of Disadvantaged Learners. Like the findings of the national study, there also were wide discrepancies in the titles of standardized tests designed to determine the initial identification of disadvantaged learners. More than 43 different standardized tests were mentioned as initial identification instruments. The most frequently employed measures were:

a. Stanford Achievement Test (11 percent)
b. Iowa Test of Basic Skills (8 percent)
c. California Achievement Test (8 percent)
d. California Test of Mental Maturity (7 percent)

Assessment of Acheivement or Progress. Similar to the results of the national study, teacher-made tests were the most often mentioned means by which assessment of achievement or progress were made. The Stanford Achievement Test was the second most popular measure employed. Twenty-six other standardized tests were mentioned for assessment of achievement or progress.

Question #7

Describe the procedures used to determine student progress or achievement, during the program (Formative Assessment), and at the conclusion of the program (Summative Assessment).

During the Program (Formative Assessment). Unlike the findings for the initial identification and assessment of achievement for both the national and Pennsylvania studies, the findings for measuring achievement during the program's operation were not varied. More than three-fourths of all programs engaged in the utilization of non-standardized teacher-made measures of achievement of learner progress. The most often cited techniques were: teacher-made tests (32 percent); progress charts (12 percent); teacher reports (11 percent); improvement in job performance (9 percent) and competency check lists (9 percent).

At the Conclusion of the Program (Summative Assessment). The most often cited means of determining achievement at the conclusion of the program were: teacher tests (43 percent), checking skills learned (12 percent) and job placement (9 percent). Pretest and posttest evaluations by standardized tests were conducted in 15 percent of all programs.

Question #8

Describe the purposes of the Formative and Summative assessments (i.e., who receives the information and how do they utilize it?) a). Formative Assessment Information, and b). Summative Assessment Information.

Formative Assessment Information. The most frequently mentioned uses of formative assessment information were: To measure change and plan further programing (30 percent), program evaluation (9 percent), and determine remedial services (7 percent). As expected, teachers and counselors were the two most often mentioned recipients of such information on formative assessment. They were 54 percent and 26 percent, respectively. Administrators (13 percent), students (12 percent) and parents (9 percent) were the other recipients most often cited.

Summative Assessment Information. Unexpectedly, the primary reason behind summative assessment was not program evaluation. "Determining what areas individual students need work in" was the most frequently mentioned reason for summative assessment. Program evaluation was second and vocational placement was third.

This summative assessment information was most often received by: teachers (31 percent); administrators (26 percent); counselors (15 percent); project coordinators (10 percent); parents and students (8 percent). One of the interesting omissions was that of the state staff on summative assessment information.

Question #9

Identify the personnel responsible for the assessment of student progress or achievement.

The personnel responsible for the formative and summative assessment of student achievement is shown in Table 10.

TABLE 10

PENNSYLVANIA STUDY

PERSONNEL RESPONSIBLE FOR THE FORMATIVE AND SUMMATIVE ASSESSMENT OF STUDENT ACHIEVEMENT

Personnel	Formative Percentages	Summative Percentages
Guidance Counselor(s)	39	43
Teacher(s) of program(s)	77	66
Occupational teacher(s)	39	33
Remedial/Support teacher(s)	39	27
Administrator(s)	22	33
Others	9	13

An examination of Table 10 reveals that the teachers of programs for the disadvantaged were the most actively involved in both the formative and summative assessment of student achievement. Similar to the findings of the national study, administrators had little involvement in the assessment process. Third party evaluators were the most often mentioned "Other" personnel.

Question #10

Show the estimated program enrollments for the years indicated.

Table 11 shows the estimated enrollments for the 1975-76, 1976-77, and 1977-78 school years of students in programs for the disadvantaged in Pennsylvania.

An examination of Table 11 reveals that enrollments in the vast majority of programs at both the secondary, postsecondary and adult levels are classified as either academically or economically disadvantaged. This was similar to the findings of the national study. Also like the national study, most of the programs serving the disadvantaged are at the secondary level, with but one program at the postsecondary and adult levels.

The average program enrollments, at the secondary level have declined from 291 students in 1975-76 to 240 students in 1977-78. On the other hand, enrollments at the postsecondary and adult levels have shown an increase from the 1975-76 school year when compared to the 1977-78 school year. (It is important to note that a program for the disadvantaged may and very often does represent a number of classes or programs within one school or school system).

Programing

Question #11

Approximate the amount of funds you are now receiving for your program (By federal, state, and local).

The most common federal, state, and local amount of funds for disadvantaged programs were listed as follows:

TABLE 11

PENNSYLVANIA STUDY

ESTIMATED ENROLLMENTS OF STUDENTS IN PROGRAMS FOR THE DISADVANTAGED, BY TYPE OF DISADVANTAGEMENT, LEVEL AND SCHOOL YEAR

Classification of Disadvantaged	1975-76			1976-77			1977-78		
	Secondary N=59	Postsecondary N=1	Adult N=1	Secondary N=77	Postsecondary N=1	Adult N=1	Secondary N=72	Postsecondary N=1	Adult N=1
a. Academically disadvantaged	13910	10	120	15784	36	194	8727	60	170
b. Economically disadvantaged	1135		160	1699	24	237	3211	24	250
c. Culturally disadvantaged	719		3	805	24	1	2077	24	1
d. a,b, and/or c combined	70			143			288	24	
e. Others	23			7			6		
a,b,c,d, and/or e combined	426			583			441		
TOTAL ENROLLMENT	16283	10	283	19022	84	432	14690	132	421
AVERAGE ENROLLMENT/PROGRAM	291	10	283	247	84	432	204	132	421

a. Less than $5,000 (19 percent)

b. Between $5,000 - $7,000 (13 percent)

c. Between $10,000 - $12,000 (10 percent)

d. Between $14,000 - $18,000 (11 percent)

e. Between $20,000 - $30,000 (17 percent)

f. More than $30,000 (22 percent)

The breakdown of the funds listed above federal, state, and local levels was:

a. Federal funds (64 percent)

b. State funds (18 percent)

c. Local funds (58 percent)

(Note: Many school districts received funds from more than one source.)

Fifty-six respondents reported data as requested. For those 56 programs the average cost for program operations was $59,688.

Question #12

Length of program operation.

Fourty-six percent of the programs have been in operation more than three years. Twenty-four percent have been in operation three years, 20 percent two years, and 11 percent less than one year.

Question #13

A clear statement of the philosophy
for the program exists.

Ninety-two percent of the program respondents reported an existing program philosophy. Conversely, only seven percent reported no existing philosophy.

Question #14

Objectives for the program are based on job opportunities available within the community.

On the returned questionnaires, 81 percent indicated that program objectives were based on available jobs in the community. Sixteen percent indicated that objectives were not based on jobs in the community.

Question #15

Is there an advisory committee formed to offer assistance as to the operation?

Seventy-six percent of the respondents reported an existing advisory committee. Nineteen indicated no advisory committee in existance.

Question #16

The Advisory committee meets ______ (number of times) during the year.

The responses to this question were:

a. One time (11 percent)
b. Two times (37 percent)
c. Three times (9 percent)
d. Four times (3 percent)
e. Five times (3 percent)
f. More than five times (9 percent)

Question #17

The following are represented on the advisory committee.

Administrators (68 percent), teachers (62 percent), and representatives from industry within the community (62 percent) were the three most often mentioned representatives on program advisory committees.

These were followed by: students (28 percent), parents (25 percent), and special needs personnel (24 percent).

Question #18

> Students are mainstreamed into other individual vocational programs.

Sixty-nine percent of the respondents indicated that students are mainstreamed into other individual vocational programs. This was somewhat below the 81 percent average for the national study. Twenty-one percent indicated that students were not mainstreamed.

Question #19

> Students can enroll in this program without encountering conflicts with other required courses.

Eighty-nine percent indicated that students could enroll in their vocational program without encountering conflicts with other required courses. Only seven percent of the respondents cited conflicts.

Question #20

> The opportunity for a co-op experience exists for disadvantaged students.

Seventy-nine percent of the programs indicated that there was an opportunity for a co-op experience. Nineteen percent indicated no co-op option.

Staffing

Question #21

The number of program instructors is ________.

Thirty-seven percent of the programs indicated only one instructor, 27 percent two instructors, six percent three instructors and seven percent four instructors. More than four instructors were indicated in 18 percent of the programs.

Question #22

There is a state certification or endorsement requirement for teaching disadvantaged learners.

Fifty-eight percent of the respondents indicated that there was not a state certification or endorsement requirement for teaching disadvantaged learners. On the other hand, 35 percent indicated that there was a state certification or endorsement requirement.

Question #23

All full-time instructor/instructors have business, industrial, or trade experience.

Sixty-nine percent of the respondents indicated that all full-time instructors had business, industrial or trade experience. Twenty-one percent indicated that not all full-time instructors had this type of experience.

Question #24

> All instructors are members of professional associations related to the teaching of disadvantaged learners.

Sixty-three percent of the respondents indicated that not all instructors were members of professional associations related to the teaching of disadvantaged learners. Twenty-five percent responded positively to this question.

Question #25

> The instructors participated in related preservice, or inservice activities and/or workshops for the disadvantaged.

Sixty-seven percent responded positively that instructors participated in related preservice or inservice activities for the disadvantaged. One-fourth responded negatively to this question.

Question #26

> The guidance counselor/counselors play an active role in this program.

Clearly, 82 percent of the respondents indicated that the guidance staff played an active role in their programs. Thirteen percent responded negatively to this question regarding the active role of guidance personnel.

Question #27

Are teacher aids employed in this program?

Sixty percent of the respondents indicated that no teacher aids were employed in their programs. Thirty-four percent indicated that aids were part of their programing.

Question #28

Question number 28 was eliminated because it referred to question #26 instead of question #27.

Question #29

An organized plan exists for placement of students in an employed position.

Fifty-seven percent of the respondents indicated that an organized plan existed for placement opportunities. Thirty-seven percent responded negatively to this question.

Question #30

Follow-up studies are conducted concerning the student's employment history.

Surprisingly, only 59 percent of the programs conducted follow-up studies concerning student's employment history. Thirty-two percent did conduct follow-up studies of their students.

Question #31

Follow-up studies are conducted.

Of those respondents who indicated that follow-up studies were performed, 49 percent indicated that these were conducted annually, 11 percent every other year and 19 percent every five years.

Question #32

Students are members and participate in club related activities. (Check clubs in which your students participate).

Twenty percent of the students are members of Distributive Education Clubs of America, 18 percent are members of Vocational Industrial Clubs of America, 12 percent are members of Future Homemakers of America, and six percent are members of Home Economics Related Occupations. Thirty-one percent are members of other student clubs, the most common was Future Farmers of America.

Question #33

If there was something in your program that you could change, what would it be?

Suggestions for desired changes were extremely varied. The most common were: problems with finding suitable locations to house programs and to hold classes, expecially vocational classes, and the need to offer more skill training to disadvantaged learners. Several respondents cited the need for additional funds as well as the lengthy application procedures involved in applying for new or additional monies.

Identification and Assessment System

The search of the literature produced few materials for the identification and assessment system. Those materials which were collected were assembled into the current field-test version as shown in Appendix R. Following the field-test, the final system will be available for distribution as one model for the identification and assessment of disadvantaged learners.

Instructor Profile

The purpose of this part of the project was to determine whether selected personality attributes of highly successful vocational teachers of disadvantaged students were significantly different from the personality attributes of highly successful vocational teachers of non-disadvantaged students. Teachers were classified into four groups:

1. Highly successful vocational teachers of disadvantaged students.
2. Least successful vocational teachers of disadvantaged students.
3. Highly successful vocational teachers of normal students.
4. Least successful vocational teachers of normal students.

An Adjective Check List (ACL) was mailed to those who agreed to participate in the study. Returns were actually received from 126 teachers (79 percent of the sample), representing 24 urban, suburban, and rural schools.

Overview of Specific Findings

A single factor analysis of variance applied to each one of the 24 indices of the ACL revealed that seven of the indices had significant F ratios (see Table 12) among the four classifications.

In order to test the hypotheses, these seven indices were subjected to the Newman-Kuels Multiple Comparison Procedure (see Table 13).

Hypothesis 1

> The personality attributes of highly successful vocational teachers of disadvantaged students, as measured by the Adjective Check List, are significantly different from the personality attributes of least successful vocational teachers of disadvantaged students, as measured by the same instrument.

TABLE 12

INSTRUCTOR PROFILE

INDICES OF THE ACL WHICH SHOWED SIGNIFICANT F RATIOS

Index No.	Title	F Ratio	Significance Level
3	Number of Favorable Adjective's checked	2.69	.05
5	Self Confidence	2.72	.05
9	Achievement	6.51	.01
10	Dominance	3.24	.05
11	Endurance	7.40	.01
12	Order	5.03	.01
23	Deference	2.86	.05

The first hypothesis was accepted. Between highly successful teachers of disadvantaged students and least successful teachers of disadvantaged students there were three personality attributes in which significant differences appeared in the Newman-Kuels comparison. The values for the attributes of endurance, order, and deference are all significant (see Table 13). These are all considered need scales of the ACL. Thus, high scores reflect greater need to fulfill these attributes than low scores. In each of the three scales the highly successful teachers of disadvantaged students showed mean standard scores which were higher than those of teachers who were least successful.

The ACL Manual (Gough and Heilbrun, 1965) defines endurance as persisting in any task undertaken. It states [p. 9]:

> The subject high on endurance is typically self-controlled and responsible...By nature conventional he may nonetheless... find himself championing unconventional ideas and unpopular causes. The lower scorer...is erratic and impatient, intolerant of prolonged effort or attention, and apt to change in an abrupt and quixotic manner.

The attribute of order is defined as placing special emphasis on neatness, organization, and planning. It states [p. 10]:

> High scorers on order are usually sincere and dependable, but at the cost of individuality and spontaneity.
>
> Low scorers are quicker in temperament and reaction, and might often be called impulsive. They...dislike delay, acution and deliberation.

In discussing deference, Gough and Heilbrun (1965) define it as seeking and sustaining subordinate roles in relationships. They state [p. 11]:

> The individual scoring high on deference is typically conscientious, dependable and preserving.
>
> The individual with a low score on deference is more energetic, spontaneous, and independent; he likes attention, likes to supervise and direct others, and to express his will.

TABLE 13

INSTRUCTOR PROFILE

LEVELS OF SIGNIFICANT DIFFERENCES RESULTING FROM THE NEWMAN-KUELS MULTIPLE COMPARISON PROCEDURE*

Classification	Variable 3 Favorable Adjective's	Variable 5 Self Confidence	Variable 9 Achievement	Variable 10 Dominance	Variable 11 Endurance	Variable 12 Order	Variable 23 Deference
Highly Successful Disadvnataged Highly Successful Normal							
Highly Successful Disadvantaged Least Successful Disadvantaged					.05	.05	.05
Highly Successful Disadvantaged Least Successful Normal			.01		.01	.05	
Highly Successful Normal Least Successful Disadvantaged					.05	.05	
Highly Successful Normal Least Successful Normal	.01		.01	.05	.01	.05	

*There is no entry if the significance level is greater than .05.

Table 14 lists the mean standard scores for the above three variables. It is noted that although the mean scores for endurance and order were significantly different, both were above the standard score of 50. Although, least successful teachers are below the standard score of 50 for deference, highly successful teachers are not much above it.

It can be inferred that highly successful teachers of disadvantaged students may be expected to score higher on these three scales than least successful teachers. This is not to say that either group scored extremely high or extremely low. However, given teachers with differences in scores on the scales of endurance, order, and deference, the teachers with the higher score would have a greater probability of success in teaching disadvantaged students.

TABLE 14

INSTRUCTOR PROFILE

MEAN ACL STANDARD SCORES OF HIGHLY SUCCESSFUL TEACHERS OF DISADVANTAGED STUDENTS AND HIGHLY SUCCESSFUL TEACHERS OF NORMAL STUDENTS FOR THREE SIGNIFICANT VARIABLES

Classification	Endurance	Order	Deference
Highly Successful Disadvantaged	62.767	61.767	53.333
Least Successful Disadvantaged	58.031	56.063	46.750

From such analysis the profile of highly successful vocational teachers of disadvantaged students emerged. The ACL Manual (Gough and Heilbrun, 1965) describes high scorers on these three scales as follows: typically, they are self-controlled, dependable and responsible, conscientious and perserving, and patient individuals. They are somewhat lacking in spontaniety and are self-denying. Although conversative and conventional, it is not unusual for them to make commitments to ideas or causes which may be unconventional or unpopular. There is a tendency for them to avoid situations in which attention is called to themselves and to prefer subordinate rather than supervisory roles.

Hypothesis 2

> The personality attributes of highly successful vocational teachers of disadvantaged students, as measured by the ACL, are not significantly different from highly successful vocational teachers of normal students, as measured by the same instrument.

The second hypothesis was also accepted. The analysis of variance and subsequent Newman-Kuels Comparison revealed no significant differences between highly successful vocational teachers of normal students (see Table 13).

Moreover, the significant differences, between highly successful teachers of normal students and least successful teachers of disadvantaged students were on two of the same variables -- endurance and order.

Further support was found in the comparison of highly successful teachers of disadvantaged students and least successful teachers of normal students. Again, the two variables, endurance and order, produced an acceptable level of significant difference. The only other significant difference was found on the achievement variable for these two groups.

These findings supported the concept that a successful teacher is effective with either normal or disadvantaged students.

Findings Related to Self-Assessment Outcomes

The researcher's attention was directed to the variables, endurance and order. Significant differences were shown for these two variables between every combination of highly successful and least successful classifications. The presence of differences between all combinations of highly successful and least successful classifications, argues further support for acceptance of the first and second hypotheses. There were differences between all highly successful teachers. Then too, highly successful teachers of both disadvantaged and normal students shared some of these dissimilarities.

Two indices of order and endurance have, in common, significant differences between all highly successful and least successful classifications. Table 15 lists the mean standard scores for the highly successful and least successful classifications on these two variables. In each instance the highly successful teachers showed higher mean scores than the least successful. It might be inferred that these two variables could be considered as predictors of teaching success. Certainly, they appear to be strong components in successful teaching.

TABLE 15

INSTRUCTOR PROFILE

ACL MEAN STANDARD SCORES ON TWO VARIABLES WHICH SHOWED SIGNIFICANT DIFFERENCES BETWEEN ALL HIGHLY SUCCESSFUL AND LEAST SUCCESSFUL CLASSIFICATIONS

Classifications	Endurance	Order
Highly Successful Disadvantaged	67.767	61.767
Highly Successful Normal	63.486	62.143
Least Successful Disadvantaged	58.031	56.063
Least Successful Normal	55.759	56.759

Curriculum Guide

Like the identification and assessment system, the first draft of the curriculum guide was developed as part of this project but will be field-tested during the 1978-79 school year. The curriculum guide was assembled by means of a two-week workshop held for teachers of disadvantaged learners. Topics were selected and lesson plans were written. A complete list of curriculum guide topics is shown in Appendix O.

Th intent of the curriculum guide was to provide a suggested vehicle by which supplimental skills, i.e., attitude, responsibility, self-concept and the alike could be taught by the vocational teachers. As a result of the field-test activity, revisions and corrections will be made for assembly of a final draft before dissemination.

Workshop

A two week workshop was held for the purpose of reviewing the national and Pennsylvania studies, the identification and assessment system as well as to develop the supplimental skills curriculum guide.

The reactions to the workshop were derived from a workshop evaluation instrument completed by the participants (see Appendix P). Found below are the participants' observations of the workshop and their perceptions to enhance future directions of workshops to develop competencies to work effectively with special needs students.

Question #1

What form of promotion motivated you to attend the workshop?

Seventy percent of the participants were motivated by a brochure disseminated to local school districts where as 30 percent indicated a department announcement, in their local schools, served as the motivational factor for their participating.

Question #2

Did you have enough advance information about the workshop?

Eighty percent of the respondents felt that adequate information, about the workshop, was provided where as 10 percent felt that not enough information was provided.

Question #3

If no, what additional information would have been useful in advance?

The vast majority of the participants did not respond to this item, however, one respondent indicated that prior information should have indicated "that the workshop would involve writing behavioral objectives", and one respondent stated that "a greater expansion of course content" would have been helpful.

Question #4

How might other teachers and coordinators be motivated to attend workshops of this nature?

The respondents indicated that special notations should be sent to administrators. Often suggestions included having the workshop later in the summer, making individual contacts, sending letters to supervisors and developing administrative encouragement at the local level.

Question #5

Do you feel the Pennsylvania Department of Education should continue to support financially the Division of Occupational and Vocational Studies at The Pennsylvania State University for workshops of this type?

It was the unanimous decision of the group that yes, definitely the Pennsylvania Department of Education should continue their financial support for activities of this nature.

Question #6

List the most valuable ideas you received
from attending the workshop.

The respondents indicated that an increased awareness pertaining to laws and regulations, funding procedures, development of instruction aids, importance of instructional reading programs, and the availability of resource people were the most valuable ideas received.

Question #7

Which topics or speakers do you feel could be
omitted and why?

The respondents reacted favorably to all of the topics presented but did perceive two of the presenters as inadequate. The negativity towards the two speakers were viewed as a result of the mode of presentation rather than the topic of presentation.

Question #8

How close was this workshop to your interests
and background?

Seventy percent of the participants reviewed the workshop as addressing their main interest in an understandable and interesting way. Thirty percent stated they understood all of the topics covered but that some parts of the institute missed their main areas of interest.

Question #9

General reactions to the total workshop.

Of the participants completing the instrument, seventy percent felt that many parts were valuable and others not so valuable. Thirty percent viewed the program as excellent and derived much knowledge from it.

Question #10

Please give your opinion of the general administration of the workshop.

1. Workshop Administration (registration, meeting room, visual aids, etc). All respondents indicated the workshop administration as good to excellent with the majority perceiving the workshop as well planned and executed.
2. The Pennsylvania State University staff. All the participants viewed The Pennsylvania State University staff members as well organized, highly qualified, and very knowledgeable, and indicated a desire to have more time allocated to their presentations.
3. The length of the workshop (10 days) and meeting times (9 a.m.-3:30 p.m.) All respondents felt the time schedule was excellent and some indicated the workshop time could have been expanded.
4. Daily Agenda. The respondents all perceived the agenda as good to excellent and were most satisfied with the daily schedule.

Question #11

What could have been done to improve this worskhop?

The reaction of the participants for this item indicated the workshop could have been held later in the summer, a need for more time before starting to write the curriculum, having vocational and special needs teachers work together effectively, and revising the scheduling of presenters.

Question #12

Topics of interest for the 1979 workshop.

Do you plan to attend?

Seventy percent indicated that yes, they do plan to attend a future workshop. Thirty percent were not sure at this time. No one said they would not attend. None of the participants listed topics of interest although this item is addressed in other questions.

Question #13

Specifically, what is your reaction to the curriculum development activity?

In general, the respondents felt the curriculum development activity was very worthwhile and derived considerable benefit from having the opportunity to participate in a sharing of knowledge and ideas with their colleaques. Some felt that the information could be supplemented by having successful teachers of the disadvantaged share their expertise and experiences. A few indicated that some tasks required an area specialist. Most felt the activity covered topics that are necessities to all educators working with disadvantaged learners.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Like the previous two chapters, Chapter V was subdivided into seven separate sections. Each section corresponds to one of the project's objectives as outlined in Chapter I. These sections were subsequently divided into four subheadings. The last section deals with overall project evaluation.

National Study

Summary

The purpose of this part of the project was to identify the characteristics and innovative approaches employed by exemplary programs throughout the nation. Exemplary programs were nominated in three categories, namely co-op, self-contained, and mainstream.

Forty-one states, three territories, and the District of Columbia responded to the request for nominations for a 73 percent return.

Twenty-seven (27) exemplary co-op programs were correctly nominated. Seventeen (17) usable questionnaires were returned for a 63 percent return. Of the request for exemplary self-contained programs, thirty-three (33) programs were correctly nominated. Twenty-two (22) questionnaires were returned for a 67 percent return. Of the request for exemplary mainstream programs, thirty-two (32) programs were nominated, from which twenty-eight (28) questionnaires were returned, for an 88 percent return. When the samples were combined, a total of ninty-two (92) exemplary programs were nominated, of which sixty-seven (67) responded to the survey questionnaire, for a 73 percent return.

Findings

The specific findings of the national study are:

1. Achievement test scores were the principle means by which disadvantaged learners were identified in co-op, self-contained and mainstream programs.
2. The specific criteria used for determining whether a student was economically disadvantaged was family income level in proportion to size (35 percent co-op, 64 percent self-contained and 36 percent mainstream). This was followed closely by unemployed parent (47 percent co-op, 41 percent self-contained and 32 percent mainstream).
3. A specific number of years below the norm in math and reading was the criteria used for determining academically disadvantaged learners in each of the three program classifications.
4. The primary reason for utilizing identification information was for determining support services.
5. Guidance counselors and occupational teachers were the personnel involved in determining support services.
6. Remedial reading, vocational guidance, personal guidance, work evaluation and diagnostic testing were the most frequently mentioned support services available to disadvantaged learners.
7. There was little agreement on the type of specific tests utilized for initial identification of disadvantaged learners.
8. Teacher-made tests were the most often utilized means for assessment of achievement or progress.
9. Formative assessment of student progress, during the program, was done by means of non-standardized measures such as; teacher observations, rating scales, attendance, and the like.
10. Summative assessment of student progress, at the conclusion of the program was most frequently done by pretest-posttest comparison.
11. Formative assessment was performed for determining student growth while summative assessment was performed for program evaluation purposes.
12. The personnel responsible for formative and summative assessment were; teachers of the program, occupational teachers, and remedial/support teachers.

13. The overwhelming majority of disadvantaged learners being served by exemplary program was at the secondary level.

14. Average program enrollments for all three program types appear to be holding steady over the last three school years - 1975-76, 1976-77, and 1977-78. Postsecondary and adult programs, although very small in program enrollments compared to secondary level programs, are growing rapidly. The vast majority of learners are classified as academically or economically disadvantaged.

15. The average operation cost per co-op program was $102,141. The average operation cost per self-contained program was $168,515. The average operation cost per mainstream programs was $197,700.

16. Most of the exemplary national programs have been in operation three school years or more.

17. Upwards of 86 percent of all three program types have a clear statement of philosophy.

18. Most of the programs are based on job opportunities available within the community.

19. More than 82 percent of all programs have formed a program advisory committee which meets an average of two to three times a year.

20. Represenatives from industry within the community, teachers and administrators are the personnel represented on most advisory committees.

21. One hundred (100) percent of the co-op, 59 percent of the self-contained, and 86 percent of the mainstream programs mainstreamed students into other individual vocational programs with little conflict with required courses.

22. Co-op experiences were available in three-fourths of all programs.

23. The average number of instructors ranged from about 3.5-17. Several programs employed more than 25 teachers.

24. Thirty-two (32) percent to 59 percent of the respondents indicated that there was a state certification or endorsement requirement for teaching disadvantaged learners.

25. Most of the full-time instructors (68-82 percent) have trade, business or industrial experience. About one-fourth to one-half are members of professional associations related to teaching disadvantaged learners.

26. More than three-fourths of all instructors participate in preservice and inservice activities or workshops for the disadvantaged.

27. Guidance counselors appear to play a major role in programs for the disadvantaged.

28. About one-third of all programs employ teacher aids.

29. Placement opportunities and follow-up studies are provided in 73-86 percent of the programs. Most follow-up studies were conducted on a yearly basis.

30. Students enrolled in national exemplary programs participate in VICA, DECA, and FFA club activities.

Conclusions

The basic conclusions drawn from the findings of this study are:

1. In general, there appears to be a great deal of commonality between co-op, self-contained, and mainstream programs for the disadvantaged.

2. It is rather evident that the task of determining economic disadvantagement is not as clear-cut as the task of determining academic disadvantagement.

3. There appears to be no widely accepted standardized means, such as standardized tests, for measuring student achievement for initial assessment.

4. The overwhelming means of determining student achievement during program operation appears to be teacher assessment measures.

5. The specific criteria used for determining whether a student is academically disadvantaged was below norm in math and reading skills, although the number of years below the norm ranged from one to nine.

6. A vast number of personnel are involved in the utilization of data to determine needed support services.

7. Enrollments for exemplary national programs are holding steady at the secondary level but are experiencing rapid expansion at the adult and postsecondary levels.

8. There appears to be easy mobility for disadvantaged learners to the world of work or to regular vocational programs, with little conflict.

9. National exemplary programs seem to be well organized with an active advisory committee, clear statement of philosophy, have been in operation three or more years, and conduct follow-up activities yearly.

Recommendations

The recommendations are based on the findings and conclusions as well as the projects staff's observations while conducting this part of the project. They are:

1. Vocational administrators should utilize the information on national exemplary programs for planning, revising or evaluating their vocational offerings for serving disadvantaged learners.
2. Teacher educators might utilize the information collected to profile the "characteristics" of programs for the disadvantaged for curriculum development, learner assessment and the like.
3. A study might be conducted to determine in further depth the problems of initial identification and assessment of disadvantaged learners.

Pennsylvania Study

Summary

The purpose of this part of the project was to examine the state-of-the-art of programs for the disadvantaged in the Commonwealth of Pennsylvania. One hundred and eighty-eight (188) projects were selected for survey from a list (1976-1977) obtained from the Department of Education, Vocational Education Programs Operations Division, Harrisburg, Pennsylvania. Of the 188 questionnaires mailed, 104 were returned for a 55 percent response.

Findings

The specific findings of the Pennsylvania study are:

1. Eighty-eight (88) percent of all programs used achievement test scores for identificaiton purposes. This was similar to the national study.

2. Family on welfare assistance, annual family income, and unemployed parent were the three most frequently mentioned criteria for determining whether a student was economically disadvantaged.

3. Below the norm in reading level and math were the two most often mentioned criteria for determining whether a student was academically disadvantaged. This was the same criteria employed in the identification of exemplary national programs.

4. Planning specific instructional experiences and modifying/adjusting curriculum were the two most often cited uses of identification information.

5. Like the national study, guidance counselors provided the in-school placement and other specific services provided to disadvantaged learners.

6. Vocational guidance and personal counseling were the two specific support services provided to the disadvantaged.

7. Similar to the national study, initial identification was generally based on standardized test results although there was little, if any, uniformity between programs. Teacher-made tests were the most common assessment of achievement or progress measures.

8. Unlike the national study, teacher-made tests were the most often cited measures of formative assessment.

9. Teacher-made tests were also the most common methods of determining achievement at the conclusion of the program.

10. Formative assessment information was used to measure change and plan further programing needs. Summative assessment information was used to measure change and plan further programing needs.

11. The personnel responsible for formative and summative assessment were program teachers.

12. Average program enrollments in Pennsylvania have declined somewhat at the secondary level but have increased at the post-secondary and adult levels, the later was also the case at the national level. The overwhelming percentage of learners were classified as either academically or economically disadvantaged. The average cost per program was $59,688, well under those in the national study.

13. About one-half of all programs have been in operation more than three years.

14. Similar to the findings of the national study, 92 percent of the programs reported an existing philosophy, and 81 percent indicated that objectives were based on available jobs in the community.

15. A little more than three-fourths of the programs had active advisory committees which met about twice a year. Administrators, teachers, and representatives from business and industry were the most often represented.

16. Somewhat under the national program average, 69 percent of the respondents indicated that students were mainstreamed in other vocational programs with little conflict with other required courses.

17. Thirty-seven (37) percent of the programs indicated only one instructor, 27 percent employed two instructors, 18 percent of the programs utilized more than four instructors.

18. About one-half of the programs indicated that there was a state certification or endorsement requirement for teaching the disadvantaged.

19. About 70 percent of the full-time instructors had business or industrial experience and that 67 percent participated in preservice or inservice activities. Sixty-three (63) percent of all full-time instructors were not members of professional associations related to teaching the disadvantaged.

20. Like the national study, guidance personnel play an active role in programs for the disadvantaged.

21. Only 34 percent of the programs employed teacher aids.

22. Only 57 percent of the programs indicated that an organized plan existed for placement. Also, only 59 percent of the programs conducted follow-up studies. Both these percentages were considerably below the averages for the national study.

23. Like the national study, most students were members of DECA, VICA, and FFA.

Conclusions

The basic conclusions drawn from the findings of this study are:

1. The task of initial identification appears to be clear-cut but the vehicle, such as which standardized test, appears to be an area of much discrepency.

2. Academic achievement or lack of achievement is generally described as below the norm in math and reading skills but the

number of years below the norm is extremely varied. This was similar to the findings of the national study.

3. The assessment of student progress, during the program, and at the conclusion, is heavily dependent upon teacher evaluation measures.

4. There appears to be a sound team effort with occupational teachers, remedial/support teachers, and counseling personnel addressing the needs of the disadvantaged.

5. Enrollment trends seem to indicate an increased emphasis on postsecondary and adult populations.

6. The average costs per program in Pennsylvania were substantially under those at the national level.

7. The number of programs in Pennsylvania with active advisory committees was somewhat less than those at the national level.

8. The percentage of students mainstreamed into other vocational programs and the percentage of programs with placement services was considerably less than the national average.

9. There seems to be some confusion as to whether there is or is not a state certification or endorsement pattern for teaching disadvantaged learners in Pennsylvania.

Recommendations

The recommendations are based on the findings and conclusions, as well as, the project staff's observations while conducting this part of the project.

1. Vocational administrators should utilize the findings of the Pennsylvania study for planning, revising, or evaluating their present vocational offerings for serving disadvantaged learners.

2. Teacher educators should consider the findings for incorporation in the preparation and training of teachers for teaching the disadvantaged.

3. A study could be conducted to determine why some of the programs in Pennsylvania are so different from those which were identified as exemplary at the national level.

4. Further study should be conducted to determine the reasons for the low percentage of job placement services for the disadvantaged learner.

5. A study might be conducted to determine the reasons for the small number of programs at the postsecondary and adult levels.

Identification and Assessment System for Disadvantaged Learners

Summary

The purpose of this part of the project was to research and review the literature to develop a model for the identification and assessment of disadvantaged learners. A number of example forms and instruments were also searched.

The proposed system and example instruments were reviewed and discussed at the June workshop and are to be field-tested during the 1978-79 school year.

Findings

The specific findings of the identification and assessment system are very limited because the field-test was part of the follow-up activities to this project. One finding can be drawn at this stage which is:

1. The reivew of the literature indicates that learner identification and assessment information and the number of models available for examples are very limited.

Conclusions

No conclusions can be drawn at this time.

Recommendations

No recommendations can be extended until the field-test results are reviewed and analyzed.

Instructor Profile

Summary

This study explored the differences between highly successful and least successful teachers of disadvantaged and normal students. Two hypotheses were advanced. Both hypotheses were accepted.

The subjects were 126 vocational teachers from comprehensive high schools and area vocational-technical schools across Pennsylvania. These teachers were selected and classified, by their administrators, into four groups:

1. Highly successful vocational teachers of disadvantaged students;
2. Least successful vocational teachers of disadvantaged students;
3. Highly successful vocational teachers of normal students;
4. Least successful vocational teachers of normal students;

Participating teachers responded by completing an ACL data form, which was used as a self-assessment. The ACL was returned by 126 teachers for a 79 percent response.

Data derived from the ACL self-assessment were subjected to analysis of variance. The Newman-Kuels multiple comparison procedure was applied where significant F ratios appeared.

Findings

The specific findings of the instructor profile study are:

1. The personality attributes of highly successful vocational teachers of disadvantaged students, as measured by the ACL were significantly different from the personality attributes of least successful vocational teachers of disadvantaged students, as measured by the same instrument.

2. The personality attributes of highly successful vocational teachers of disadvantaged students, as measured by the ACL were not significantly different from highly successful vocational teachers of normal students, as measured by the same instrument.

3. There were significant differences between all classifications of highly successful and least successful teachers on the ACL.

4. On five variables significant differences were found to exist between highly successful and least successful teachers of normal students.

5. Two variables--order and endurance--were common in showing differences between all highly successful and least successful classifications.

Conclusions

The basic conclusions drawn from the findings of this study are:

1. Three ACL scales; endurance, order, and deference showed significant differences between highly successful and least successful vocational teachers of disadvantaged students. Therefore, these measures on three indices become useful predictors of success when employing or assigning teachers to work with disadvantaged students.

2. Highly successful vocational teachers of normal students have a high probability of success if assigned to teach disadvantaged students. No significant differences appeared between highly successful vocational teachers of normal students and those two groups share significant differences when compared with least successful vocational teachers of disadvantaged students on two ACL scales, endurance and order.

3. Six ACL indices have utility when used as predictors of success when employing vocational teachers. The ACL scales on number of favorable adjectives checked, self-confidence, achievement dominance, endurance, and order all showed significant differences between highly successful vocational teachers of normal students.

4. The six scales, listed above will provide useful information for counselors concerning clients who might be considering vocational teaching as a career.

Recommendations

The recommendations are based on the findings and conclusions as well as, the principal investigator's observations while conducting this part of the project. They are:

1. The three ACL scales on endurance, order, and deference could be included as a part of any teacher evaluation process concerning the probability of success in teaching disadvantaged students.
2. The six ACL scales on the number of favorable adjectives checked, self-confidence, achievement, dominance, endurance and order could be included as a part of any evaluation process concerning the probability of success in teaching. Such data would be useful for either employment or counseling purposes.
3. A longitudinal study of the resulting success, or lack of it, from the applications listed above should be carried out.
4. This investigation relied on independent administrator evaluations of teachers. The study should be replicated with detailed definitions of the meaning of highly successful and least successful. Such definitions might be generated by a workshop of school administrators and vocational teacher educators.
5. This study should be replicated using students' perceptions (disadvantaged and normal) of teachers as the criterion for highly successful and least successful.
6. A study is suggested which would examine similarities and differences bewteen student perceptions and administrator perceptions of highly successful and least successful teachers in the disadvantaged and normal classifications.

Supplemental Skills Curriculum Guide

Summary

Curriculum materials were collected as a result of the national study and the Pennsylvania study of programs for the disadvantaged. These materials were the basis upon which a supplemental skills curriculum guide were developed for teaching disadvantaged learners. The guide includes such topics as attitude, motivation and the like. The curriculum guide will be field-tested with 20-25 teachers as part of the activities associated in the 1978-79 school year.

Findings

The specific findings of the curriculum development activities were:

1. A first draft of a supplemental skills curriculum guide was developed with five sub-sections. They are: Socialization Skills, Communications Skills, Financial Management, Values Clarification Skills, and Job Procurement Skills. (See Appendix O for a listing of lesson plan titles under each sub-section).

Conclusions

No conclusion can be drawn until the 1978-79 field-test is completed.

Recommendations

No recommendations can be made at this time.

Workshop

Summary

A two-week workshop was held June 12-23, 1978 in the J. Orvis Keller Conference Center on the main campus of The Pennsylvania State University. The purposes of the workshop were: 1) to review successful program practices for the disadvantaged in Pennsylvania as well as nationally; 2) to review the assessment system for the identification of disadvantaged learners; 3) to examine the profile of successful teachers of the disadvantaged; and 4) to develop a supplemental skills curriculum guide for teachers in vocational education (see Appendix N for the complete workshop agenda). The workshop was evaluated by the participants at the conclusion of the second week.

Findings

The specific findings from the workshop are:

1. Seventy (70) percent of the participants were motivated to attend the workshop as a result of the brochure received in the mail. Eighty (80) percent indicated that they had enough advance notice.

2. All the respondents indicated that The Pennsylvania State University should continue workshops of this nature.

3. Funding procedures, laws and regulations, instructional aids, importance of reading programs and available resource people were the most valuable ideas received from the workshop.

4. Generally speaking, the workshop topics and speakers were felt to be valuable.

5. Few, if any, problems were indicated from the participants regarding workshop administration, university staff, length of workshop and daily agenda.

6. Reactions to the curriculum development activity were positive.

Conclusions

The basic conclusions drawn from the findings of the workshop evaluation are:

1. The educational activity was most successful and beneficial for those involved.

2. The participants felt the workshop to be well organized, well executed and in general, very advantageous to the development of individual competencies which enhance the teachers' ability to work effectively with the disadvantaged student.

3. The development of instructional materials activities resulted in the increased ability of the participants to work with the disadvantaged as well as fostering a feeling of cooperation and a sharing of ideas with their colleagues.

4. The cadre of resource persons utilized for this activity were most instructional in developing their awarness of those areas of concern which enhance the developments of a broad understanding of the disadvantaged individual.

5. The participants indicated that they plan to attend additional sessions, if offered, and are most interested in motivating others to participate who may contribute to the overall activity.

Recommendations

The recommendations are based on the findings and conclusions as well as the project staffs' observations while conducting this part of the project.

1. It is recommended to consider the possibility of scheduling the workshop later in the summer.
2. It is recommended that classroom teachers perceived as being successful in the instruction of the disadvantaged be included as resource persons.
3. It is recommended that a basic review of curriculum construction be incorporated at the beginning of the curriculum development activity.
4. It is recommended that, if increased participation does occur in future workshops, vocational educators and special needs teachers have the opportunity to work collectively in the development of curriculur materials.

Project Evaluation

A third party evaluation was conducted by means of an on-site visitation by Dr. Gary D. Meers, President, National Association of Vocational Education Special Needs Personnel. The purpose of the evaluation was to solicitate a third party's opinion of the project's process and products. The complete third party evaluation report can be found in Appendix Q.

In addition to the third party evaluation, a continuous interaction with the project advisory committee, state special needs personnel, as well as local directors, provided valuable input to the project staff. In conjunction with the above, the State Consultant for Disadvantaged and Handicapped, in Pennsylvania provided a periodic evaluation of the project's activities.

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APPENDIX A

ADVISORY COMMITTEE AGENDA AND MINUTES

MEETING THE NEEDS OF TEACHERS OF DISADVANTAGED PROGRAMS IN PENNSYLVANIA

ADVISORY COMMITTEE MEETING

AGENDA - March 17, 1978

11:00-1:00 - Nittany Lion Inn

COMMITTEE

Jerry Wircenski - The Pennsylvania State University
Allen Phelps - The Pennsylvania State University
Tom Cooke - Graudate Research
Linda Leeking - Graduate Assistant
Mehmet Kulahci - Graduate Assistant
Chuck Sredinski - Graduate Assistant
Edgar Farmer - Temple
Wayne Grubb - State Consultant
Connie Infield = Teacher/Coordinator
Sylvia Lee - Centre County Manpower Training Center (CETA)

I. Introducation of Committee Members - Jerry Wircenski

II. Overview of Project - Jerry Wircenski

III. Progress to Date

Objective 1 - A. National "State-of-the-Art" - Jerry Wircenski/ Allen Phelps

Objective 2 - B. Pennsylvania Study - Allen Phelps

Objective 3 - C. Identification System - Allen Phelps

Objective 4 - D. Instructor Profile - Tom Cooke

Objective 5 - E. Curriculum Guide

Objective 6 - F. Summer Workshop

IV. Discussions

V. Adjournment - 1:00

MEETING THE NEEDS OF TEACHERS OF DISADVANTAGED PROGRAMS IN PENNSYLVANIA

ADVISORY COMMITTEE MEETING

May 25, 1978
11:00-1:00 - Nittany Lion Inn

Committee:

Jerry Wircenski - P.S.U.
Allen Phelps - P.S.U.
Tom Cooke - Grad. Research
Linda Leeking - Grad Assistant
Mehmet Kulahci - Grad Assistant
Dorothy Shemick - Teacher, C.C. AVTS
Edgar Farmer - Temple
Wayne Grubb - State Consultant
Connie Infield - Teacher/Coordinator - S.C.A.S.D.
Sylvia Lee - CETA
William Springer - Director, Centre County AVTS
Cindy Giffin -
Jim Kelz - P.S.U.

AGENDA

I. Introduction of Committee - Jerry Wircenski

II. Update on project

1. National Study - Jerry Wircenski
2. Pennsylvania Study - Allen Phelps
3. Instructor Profile - Tom Cooke
4. Curriculum Materials - Linda Leeking
5. Summer Workshop Planning - Jerry Wircenski; Allen Phelps

III. Workshop Topics - General Discussion

IV. Dissemination

A. Reports
B. AVA Convention - NAVESNP Section
C. Letter to Washington, D.C. - NAVESNP, etc.

V. Adjournment - 1:00

"MEETING THE NEEDS OF TEACHERS OF DISADVANTAGED PROGRAMS IN PA"

Advisory Committee Minutes

May 25, 1978

PRESENT: J. Wircenski, A. Phelps, L. Leeking, T. Cooke, M. Kulahci, W. Grubb, D. Shemick, C. Infield, C. Giffin

ABSENT: E. Farmer, B. Springer, S. Lee

I. The meeting was called to order at 11:00 a.m. Dr. Jerry Wircenski welcomed the committee and asked individuals to introduce themselves. The project staff reported on the status of the project according to the following agenda:

- A. National Study--Jerry Wircenski
- B. Pennsylvania Study--Allen Phelps
- C. Instructor Profile--Tom Cooke
- D. Curriculum Materials--Linda Leeking
- E. Summer Workshop--Planning for Pennsylvania Teachers--Jerry Wircenski; Allen Phelps

II. Curriculum materials received from various states were shown to committee members for reviewing and discussion.

III. Members of the committee discussed topics for the workshop and made the following recommendations:

- A. Develop a session to show teachers tests to detect reading levels and techniques to improve readability skills. It was suggested that Steve Hill and Mary Dupuis be contacted to lead this session.
- B. Discuss various types of club activities in which disadvantaged students could participate. These "brainstormed" club activity ideas could then be sent in report form to the state department.
- C. Devote a large portion of the workshop to individual development of curriculum materials. Lea Garfield-Scott, curriculum coordinator for the city of Pittsburgh was recommended as a resource person for this activity.
- D. Include a session on communication skills. Two successful means previously tested in classrooms are the Bell Telephone--Tele-Trainer and role played interviews videotaped and played back to the individual students.

E. Acquire materials which would aid students with mathematical difficulties.
   Example: "Money Management" cassette tape

F. In dissemination of the report of the workshop activities, include a summary of each participants involvement.

IV. Dissemination

A. Reports to Harrisburg

B. AVA Convention in Dallas, Texas
   NAVESNP Section

C. Letters to Washington, D.C.

V. Committee meeting adjourned at 1:00 p.m.

APPENDIX B

PROJECT ABSTRACT, INITIAL AND FOLLOW-UP LETTERS TO STATE DIRECTORS OF VOCATIONAL EDUCATION

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

February 23, 1978

The Pennsylvania State University is conducting a national study of vocational programs for the academically and economically disadvantaged as defined in P.L. 94-482. An assessment of the state-of-the-art is the first phase of the project. (A one page abstract is enclosed.) Would you please forward the enclosed nomination form to your consultant for disadvantaged programs.

All information and instructions are found on the enclosed nomination form. It should take only a few minutes to complete and return in the prepaid envelope by March 31, 1978.

Your state's input to this study is important, be sure that you are included in the national dissemination of results. Thank you in advance for your consideration.

Sincerely,

Jerry L. Wircenski
Associate Professor and
Project Director

Enclosure

bcg

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8363

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

February 23, 1978

PROJECT ABSTRACT

Meeting the Needs of Teachers of Disadvantaged Programs

The Bureau of Vocational Education (Pennsylvania Department of Education) has funded the Division of Occupational and Vocational Studies to: 1) determine "the state-of-the-art" in vocational education programming for the disadvantaged in Pennsylvania and the nation, and 2) develop materials which will aid in improving vocational programs for the disadvantaged. The project efforts will be focused on programs serving the academically and economically disadvantaged in regular classes, special classes, and co-op situations.

Upon completion of a state-of-the-art survey, development of three related products will be initiated. These include: 1) a curriculum guide for additional and work related skills, 2) a system for identification and assessment of disadvantaged learner needs, and 3) an instructor profile to aid in selection and development of staff. Secondary and postsecondary vocational teachers will play an integral role in development and field testing of each of these products.

If you are interested in more information describing the project, or if you have materials that would be of assistance to the project staff, please contact the project director:

Dr. Jerry L. Wircenski
Associate Professor
Division of Occupational and Vocational Studies
113 Rackley Building
The Pennsylvania State University
University Park, PA 16802

814-865-8361

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8363

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

EXEMPLARY PROGRAM NOMINATION FORM
VOCATIONAL EDUCATION FOR THE DISADVANTAGED

Date: February 21, 1978

From: Jerry L. Wircensky, Project Director

To: State Consultant for Disadvantaged Programs

On the pages which follow I am seeking your nomination of exemplary vocational education programs for the disadvantaged. This information will be used to complete a national state-of-the-art survey as part of a project supported by the Pennsylvania Department of Education. By collecting information from the programs which you nominate, we plan to identify the best practices and innovative approaches which are being used throughout the nation.

The study is focused on programs which serve academically and economically disadvantaged persons (as defined in P.L. 94-482) at the secondary, post-secondary, or adult levels. As you will note on the attached forms, three basic types of programs will be examined. Please use the operational definitions for nominating at least one program for each category.

For purposes of this state-of-the-art survey, an exemplary vocational program for the disadvantaged is one which, within the last three years, has met at least one of the following criteria:

- Has been evaluated and received favorable recommendations or commendations
- Has been identified or cited as exemplary by another external agency (e.g. National Education Association, State Advisory Council, etc.)
- Has received exemplary, innovative, or demonstration project funding
- Has been publicized or presented in a professional journal or state-wide news media

Your cooperation in identifying programs for the study is much appreciated. Please return the attached program nomination forms in the enclosed return-addressed envelope by March 31, 1978.

Thank you.

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8363

EXEMPLARY PROGRAM NOMINATION FORM

INSTRUCTIONS: Please complete the following information and return it by March 31, 1978
Thank you for your cooperation.

I. Co-op Program - A vocational program where disadvantaged persons receive on-the-job instruction along with in-school instruction. The on-the-job work experience is supervised by school personnel and generally exceeds more than four (4) hours per day.

Name of Program ______________________________
Contact Person ______________________________
Street Address ______________________________
City/State/Zip Code ______________________________
Telephone ______________________________
Level of Instruction (Check one or more) ___Secondary ___ Postsecondary
___Adult

II. Self-Contained Program - A vocational program where disadvantaged persons receive instruction primarily in-school and primarily in special classes for the disadvantaged.

Name of Program ______________________________
Contact Person ______________________________
Street Address ______________________________
City/State/Zip Code ______________________________
Telephone ______________________________
Level of Instruction (Check one or more) ___Secondary ___Postsecondary
___Adult

III. Mainstream Program - A vocational program where disadvantaged persons receive instruction in regular vocational classes and also receive appropriate support services.

Name of Program ______________________________
Contact Person ______________________________
Street Address ______________________________
City/State/Zip Code ______________________________
Telephone ______________________________
Level of Instruction (Check one or more) ___Secondary ___Postsecondary
___Adult

State Consultant for Disadvantaged Programs:

Name ____
Title ____
Address ____
____
Telephone ____

I would like to receive:

_____ a copy of the state-of-the-art report.
_____ additional information and materials from this project.

This letter was mailed to the attached list 5/23/78. rzm

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

The Pennsylvania State University, in cooperation with the Pennsylvania Department of Education, is conducting a national study of disadvantaged programs. We have sent two requests for nominations of exemplary programs from your state. To date we have received the completed nomination forms from 42 of the 55 states and outlying areas to which the forms were sent.

Your state is one of the 13 from whom we have not received the completed nomination form. Consequently, unless we receive the form, your state's information will not be included in the national report.

We have enclosed a copy of the original letter and nomination form that were mailed to you several months ago. If you do not have any exemplary programs, please return the form stating such. We realize that the possibility exists that either the form was never channeled to your attention or was lost in the mailing process. It would be greatly appreciated if immediate action would be taken on this matter. Thank you.

Sincerely,

Jerry Wircenski
Project Director

Linda Leeking
Project Assistant

JW/LL/rzm

Enclosures

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

FOLLOW-UP LETTER SENT TO:

Alaska
W. Ray Minge
Program Manager Disadvantaged
& Handicapped
Alaska State Department of Education
Division of Education Program Support
Pouch F
Juneau, AK 99801

Arizona
Stuart Miller, Director
Disadvantaged Programs
1535 W. Jefferson St.
Phoenix, AZ 85007

Georgia
Mr. Milton Adams, Director
Disadvantaged Programs
312 State Office Bldg.
Atlanta, GA 30334

Hawaii
Mr. Nelson Muraoka
Coordinator of Personnel Development
Office of the State Director for Vocational Education
2444 Dole Street, Bachman Hall 101
Honolulu, HI 96822

Indiana
Larry Fossler, Director
Disadvantaged Programs
Division of Vocational Education
State Department of Public Instruction
120 W. Market Street, 16th Floor
Indianapolis, IN 46204

Iowa
Dan Kroloff, Chief
Special Needs
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

Kansas
Wilbur Rawson
Career Ed & Exemplary & Innovative
Programs
Kansas State Department of Education
120 E. 10th Street
Topeka, KS 66612

Louisiana
Dr. Edridge James
Coordinator of Vocational Education for the Handicapped
Division of Special Education
State Education Department
Baton Rouge, LA 70804

Mississippi
W. T. Taylor, Jr.
State Supervisor
Special Vocational Programs
State Department of Education
Vocational Division
P. O. Box 771
Jackson, MS 39205

New Jersey
Theodore J. Gershon, Director
Vocational Services for the Disadvantaged
Division of Vocational Education
255 West State Street
Trenton, NJ 08625

New Mexico
Ms. Jean Hightower
Vocational Education Division
State Department of Education
Education Building
Santa Fe, NM 87503

West Virginia
Ms. Jean Cory Davis
Supervisor, Special Needs Programs
Capitol Office Building #6
Room B 221
Charleston, WV 25305

Wisconsin
Preston Smeltzer
Special Needs Consultant
Department of Public Instruction
126 Landgdon Street
Madison, WI 53702

APPENDIX C

SURVEY INSTRUMENT

National Study of Exemplary Programs for the Disadvantaged Learners

PROGRAM QUESTIONNAIRE

Introduction

Your State Consultant for Disadvantaged Programs has nominated your program as one of three exemplary programs for the disadvantaged learner. Please complete the following questions regarding your program. Try to estimate in those cases where actual figures are not available. Return the questionnaire in the enclosed envelope by May 17. This information will be part of a national report for vocational education, a copy of which your state director will receive. This is not a mass mailing, only three programs will supply information for your state.

Part I. IDENTIFICATION AND ASSESSMENT

1. Check the information and data that are collected for the purpose of identifying disadvantaged learners.

____ achievement test scores
____ aptitude test scores
____ school attendance record
____ family income
____ family status (e.g. single parent household, etc.)
____ other information or data (please describe)

____
____

2. Indicate specific criteria that is used for determining whether a student is academically or economically disadvantaged? Please indicate cutoff criteria when applicable.

a. economic disadvantaged

____ annual family income (below $________)
____ unemployed parent
____ family on welfare assistance
____ other criteria (please describe)

____
____

b. academic disadvantaged

____ below grade level in math (________yrs.)
____ below grade level in reading (________yrs.)
____ below minimum grade average (________)
____ teacher referral
____ other criteria (please describe)

____
____

3. Indicate how the identification information is used in your program:

____ Determining needed support services
____ Modifying/adjusting curriculum
____ Planning specific instructional experiences
____ Others (please describe)

____
____

4. Check the personnel (by title) involved in determining the in-school placement and specific services provided to disadvantaged learners.

___ Guidance counselor
___ Home school counselor
___ Administrators
___ Occupational teachers
___ Remedial/support teachers
___ Others (please identify)

____
____

5. Identify specific support services available to disadvantaged learners in your program?

___ remedial reading
___ vocational guidance/counseling
___ personal guidance/counseling
___ in-class tutorial assistance
___ teacher aides
___ interpreters/bilinguists
___ work evaluation
___ diagnostic testing
___ family counseling
___ other services (please describe below)

____
____

6. List the titles of any specific tests that are utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Describe the procedures used to determine student progress or achievement.

a. During the program (formative assessment)

b. At the conclusion of the program (summative assessment)

8. Describe the purposes of the formative and summative assessments (i.e., who receives the information and how do they utilize it?)

a. Formative assessment information

b. Summative assessment information

9. Identify the personnel responsible for the assessment of student progress or achievement? Place an F in the blank for formative assessment and an S for summative assessment.

___ Guidance counselor
___ Teacher(s) of program
___ Occupational teacher
___ Remedial/support teacher
___ Administrator
___ Others (please identify)

____
____

10. Show the estimated program enrollments for the years indicated.

	1975-76			1976-77			1977-78		
	Sec.	Post-Sec.	Adult	Sec.	Post-Sec.	Adult	Sec.	Post-Sec.	Adult
a. Academically disadvantaged	___	___	___	___	___	___	___	___	___
b. Economically disadvantaged	___	___	___	___	___	___	___	___	___
c. Culturally disadvantaged	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
e. Others	___	___	___	___	___	___	___	___	___
TOTAL	___	___	___	___	___	___	___	___	___

Part II. PROGRAMMING

11. Approximate the amount of funds you are now receiving for your program.

___ Federal
___ State
___ Local

12. Program has been in operation.

___ less than one school year
___ two school years
___ three school years
___ more than three school years

13. A clear statement of the philosophy for the program exists.

___ yes ___ no

14. Objectives for the program are based on job opportunities available within the community.

___ yes ___ no

15. There is an advisory committee formed to offer assistance as to the operation and direction of the program.

___ yes ___ no

16. The advisory committee meets ______________ during the year.
(no. of times)

17. The following are represented on the advisory committee:

___ parents
___ administrators
___ special needs personnel
___ teachers
___ representatives from industry within the community
___ students
___ others

18. Students are mainstreamed into other individual vocational programs. (ex. a carpentry class)

___ yes ___ no

19. Students can enroll in this program without encountering conflicts with other required courses.

___ yes ___ no

20. The opportunity for a co-op experience exists for disadvantaged students.

___ yes ___ no

Part III. STAFFING

21. The number of program instructors is _______.

22. There is a State certification or endorsement requirement of teaching disadvantaged learners.

___ yes ___ no

23. All fulltime instructor/instructors have business, industrial, or trade experience.

___ yes ___ no

24. All instructors are members of professional associations related to the teaching of disadvantaged learners.

____ yes ____ no

25. The instructors participate in related perservice, or inservice activities and/or workshops for the disadvantaged.

____ yes ____ no

26. The guidance counselor/counselors play an active role in this program.

____ yes ____ no

27. Are teacher aides employed in this program?

____ yes ____ no

28. (If answer to #26 is yes) Are they required to have certification for teaching special needs students?

____ yes ____ no

29. An organized plan exists for placement of students in an employed position.

____ yes ____ no

30. Follow-up studies are conducted of the student's employment history.

____ yes ____ no

31. Follow-up studies are conducted

____ each year
____ every other year
____ every five years

32. Students are members and participate in club related activities. Check clubs which your students participate.

____ VICA
____ HERO
____ DECA
____ FHA
____ Other

33. If there was something in your program that you could change, it would be:

If you use or have knowledge of curriculum materials which would be beneficial to participants in our workshop for teachers of disadvantaged, please list such materials below; also additional information needed to acquire them such as cost, addresses, etc.

APPENDIX D

INITIAL AND FOLLOW UP LETTERS TO STATE CONSULTANTS OF PROGRAMS FOR THE DISADVANTAGED

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Your state consultant for disadvantaged programs has identified your project as one which should be included in a national study being conducted by the Pennsylvania Department of Education and Pennsylvania State University. Would you please complete the enclosed form and return it in the self-addressed envelope by May 17, 1978.

As a part of this national study we are also collecting resource guides, curriculum materials and other teacher aids to be used at a state workshop for teachers of disadvantaged programs. If you have any materials you would like to forward to the project it would be greatly appreciated. If you do not have copies to share, please indicate title and source on the last page of the questionnaire.

I would like to thank you for your efforts on behalf of the project. Your state consultant will have a copy of the project's final report in about four months.

Sincerely,

Jerry L. Wircenski
Project Director

JLW/sra

Enclosure

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8363

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

April 19, 1978

Recently a nomination form was sent to you to be forwarded to your consultant for disadvantaged programs. As of the above date, we have not received your nomination form. Your state's input to this national study is important. In order to be included in the final report, would you please ask your consultant to complete the form and return it as soon as possible.

If, for some reason, the nomination form has been misplaced or never received, please let us know so that another one can be mailed to you.

Thank you for your concern with this matter.

Sincerely,

Jerry L. Wircenski

Jerry L. Wircenski
Associate Professor
Division of Occupational
and Vocational Studies

JLW/rzm

Enclosure

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-027[illegible] Vocational Industrial Education — 814-865-8361

APPENDIX E

SPECIFIC PROGRAM TALLY SHEET

National Study of Exemplary Programs for the Disadvantaged Learners

STATE ___________________________

Co-op Program/Self-Contained Program/Mainstream Program

Name of Program ______________________________________
Contact Person ______________________________________
Street Address ______________________________________
City/State/Zip Code __________________________________
Telephone ____
Program Level ___Sec. ___Postsec. ___Adult

Part I. IDENTIFICATION AND ASSESSMENT

1. Information/data for identification of disadvantaged learners.

___achievement test scores
___aptitude test scores
___school attendance record
___family income
___family status
___other information, ___________________________

2. Specific criteria for determination of academically or economically disadvantaged students. Applicable cutoff criteria.

a. economic disadvantaged

___annual family income (below $_____)
___unemployed parent
___family on welfare assistance
___others, ___________________________________

b. acedemic disadvantaged

___below grade level in math (_____yrs.)
___below grade level in reading (_____yrs.)
___below minimum grade average (_____)
___teacher referral
___others, ___________________________________

3. How identification information is used in program:

___Determining needed support services
___Modifying/adjusting curriculum
___Planning specific instructional experiences
___Others, ___________________________________

4. Personnel involved in determining in-school placement/specific services provided to disadvantaged learners.

___Guidance counselor
___Home school counselor
___Administrators
___Occupational teachers
___Remedial/support teachers
___Others, _______________

5. Specific support services available to disadvantaged learners.

___remedial reading
___voc. guid.
___personal guid.
___in class tutor assist.
___teacher aides
___interpreters/bilinguists
___work evaluation
___diagnostic testing
___family counseling
___others, _______________

6. Titles of specific tests utilized for:

a. Initial identification of disadvantaged learners

b. Assessing achievement or progress

7. Procedures used to determine student progress/achievement.

a. During the program (formative assessment)

b. At the conclusion of the program (summative assessment)

8. Purposes of formative/summative assessments.

a. Formative assessment information

b. Summative assessment information

9. Personnel responsible for the assessment of student progress or achievement.

___Guidance counselor
___Teacher(s) of program
___Occupational teacher
___Remedial/support teacher
___Administrator
___Others, _______________

10. Estimated program enrollments.

	1975-76			1976-77			1977-78		
	S.	P.-S.	A.	S.	P.-S.	A.	S.	P.-S.	A.
a. Acad. disad.	___	___	___	___	___	___	___	___	___
b. Econ. disad.	___	___	___	___	___	___	___	___	___
c. Cult. disad.	___	___	___	___	___	___	___	___	___
d. Others	___	___	___	___	___	___	___	___	___
TOTAL									

Part II. PROGRAMMING

11. Approximate amount of funds allocated for program.
Federal ________ State ________ Local ______

12. Length of program operation.
___less than one sch. yr. ___three sch. yrs.
___two sch. yrs. ___more than three sch. yrs.

13. Statement of program philosophy exists. yes no

14. Objectives for program based on job opportunities in community. yes no

15. An advisory committee offers assistance to operation and direction of program. yes no

16. Advisory committee meets _____during the year.

17. The following are represented on the advisory committee:
___parents
___administrators
___special needs personnel
___teachers
___rep. from bus. within the community
___students
___others, ____________

18. Students mainstreamed into other vocational programs. yes no

19. Students enroll in program without conflicts with other required courses. yes no

20. The opportunity for a co-op experience exists for disadvantaged students. yes no

Part III. STAFFING

21. The number of program instructors is _____.

22. State certification/endorsement requirement for teaching disadvantaged learners. yes no

23. All fulltime instructor (s) have business/industrial/ trade experience. yes no

24. Instructor(s) are members of related professional associations. yes no

25. Instructor(s) participate in related preservice, inservice, workshops. yes no

26. The counselor(s) play an active role in this program. yes no

27. Teacher aid (s) employed in the program. yes no

28. An organized plan exists for placement of students in employed position. yes no

29. Follow-up studies are conducted of the student's employment history. yes no

30. Follow-up studies are conducted.
___each year
___every other year
___every five years

31. Students are members and participate in the following related activities.
___VICA
___HERO
___DECA
___FHA
___Other, ______________________

32. If there was something in your program that you could change, it would be:

APPENDIX F

LETTER TO PROJECT DIRECTOR OF PROGRAMS FOR THE DISADVANTAGED IN PENNSYLVANIA

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Mr. Wayne Grubb, Consultant for Disadvantaged Programs, has identified your program as one which should be included in a statewide study being conducted by the Pennsylvania Department of Education and The Pennsylvania State University. Would you please complete the enclosed questionnaire and return it in the self-addressed envelope by May 17, 1978.

As a part of this statewide study we are also collecting resource guides, curriculum materials and other teacher aids to be used at a state workshop for teachers of disadvantaged programs. Earlier this month, you were sent a letter requesting such materials. If you have any materials of this nature, please send them to the project staff. If you do not have copies to share, please indicate title and source on the last page of the questionnaire.

I would like to thank you for your efforts on behalf of the project. Mr. Grubb will have copies of the project's final report in about four months.

Sincerely,

Jerry Wircenski

Jerry L. Wircenski
Project Director

Linda Leeking

Linda Leeking
Project Assistant

JLW/LL/rzm

Enclos

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

APPENDIX G

ENROLLMENT PROFILE OF PARTICIPATING SHCOOLS

Enrollment Profile of Participating Schools

School	Number Voc. Programs	Number of Vocational Programs Having Disadvantaged Students	Total Vocational Enrollment	Number of Disadvantaged Students	Percent of Total
1	22	22	1195	615	51
2	17	16	605	228	38
3	23	15	1172	113	10
4	30	28	1121	349	29
5	18	17	679	72	11
6	27	25	1153	129	11
7	29	14	1982	165	8
8	26	23	1417	121	6
9	13	13	1564	601	38
10	21	6	1072	148	14
11	19	19	902	552	61
12	30	22	2192	132	6
13	6	6	983	486	49
14	13	7	975	346	36
15	11	5	589	162	28
16	9	9	431	224	52
17	32	8	2072	281	14
18	26	10	1279	71	6
19	5	5	285	128	45
20	5	5	301	109	36
21	6	4	263	135	51
22	16	16	604	142	24
23	17	13	1036	278	27
24	10	10	486	222	46

APPENDIX H

INITIAL LETTER, INSTRUCTIONS AND FOLLOW-UP LETTER TO ADMINISTRATORS FOR INSTRUCTOR PROFILE

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Dear Administrator:

This is a confirmation of our telephone conversation in which you agreed to assist in a study which, hopefully, will contribute to more effective teaching of disadvantaged students in vocational education. A summary of the final results of this study will be sent to you. It is expected that these results will be helpful to you in hiring and assigning teachers to teach disadvantaged students. Certainly, it should give us a better understanding of those teacher attributes which contribute to successful teaching of disadvantaged students in vocational education.

As we discussed on the telephone, your participation consists of selecting four (or eight) teachers in designated categories and then asking them to volunteer to complete an Adjective Checklist and a Demographic Information Form. Forms for either four or eight teachers are provided based on the number of vocational programs with disadvantaged students listed in the 1975-76 VEMIS Report. It should not take more than 20 minutes for teachers to complete the forms. As soon as each teacher completes the forms, the teacher should seal them in the self-addressed stamped envelope and return them directly to me. When I have received the information from your teachers, I will send you another packet of the Adjective Checklist which you will give to the same individuals in the same categories but with different instructions for completing it. This form can be completed in about 10 minutes.

Enclosed with this letter are the necessary forms and detailed instructions. You should not reveal the categories in which you have selected teachers. The informational letter explains to those whom you select sufficient details concerning the study.

Thank you for helping with this study. It is appreciated more than words can express.

Cordially,

Thomas C. Cooke
Project Coordinator

TCC/rzm

Enclosures

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8363

CONFIDENTIAL

Instructions for Investigators Assisting with the Vocational Teacher Attributes Study

1. Select four teachers, one for each of the following categories: (If you should have eight or more vocational programs with disadvantaged students enrolled, please select eight teachers, two for each category).

   A. Highly successful teachers of disadvantaged students.
   B. Highly successful teachers of normal, non-disadvantaged students.
   C. Least successful teachers of disadvantaged students.
   D. Least successful teachers of normal, non-disadvantaged students.

It is important that you choose the greatest extremes as possible. The highly successful teacher should be your very best and the least successful teacher your very worst. No one will know your judgment or be able to identify these teachers with your evaluations.

You may inform teachers that they are part of a sample population in a study of the personality attributes of vocational teachers and their perceptions of disadvantaged students.

2. Give to each of the selected teachers the information letter and ask them to volunteer for the study.

3. Give each of the volunteer participants an appropriately coded Demographic Information Form and ACL form, a set of instructions, and a return envelope. Please be certain that a soft (#2 1/2 or softer) pencil is used on the ACL form. When these are completed, each teacher should seal the forms in the self-addressed stamped envelope and return it directly to me.

4. Please pay close attention to the codes on each form and distribute them accordingly. You are the only person who knows the category of each participating teacher.

   A. Give forms marked AD to Highly Successful Teachers of Disadvantaged Students.
   B. Give forms marked BD to Least Successful Teachers of Disadvantaged Students.
   C. Give forms marked AN to Highly Successful Teachers of Normal, Non-Disadvantaged Students.
   D. Give forms marked BN to Least Successful Teachers of Normal, Non-Disadvantaged Students.

5. If you have selected two teachers in each category, please be certain that each form received by participants bears the same number following the code. That is, those receiving Demographic Form AD 2, should also get ACL Form AD 2. Make a note of the number assigned to your teachers. This same number should be used during the second administration of the ACL. If you have selected only one teacher in each category they will all be numbered 1.

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

May 23, 1978

Dear Administrator:

Some time ago you agreed to participate in the study concerning successful teaching of disadvantaged students and were sent the material for distribution to your teachers. As yet, no return of the data has come from your school.

It may be that you have decided not to participate, or that the teachers whom you selected have chosen not to complete the data forms and return them. Participation is, of course, voluntary and if the foregoing is true, we respect the decision made by you or your teachers. In that event, you have our thanks for considering the study.

If, however, you do intend to participate, may I urge you to do so in the very near future. Our sample is a limited one and it is very important that data be collected from as many teachers as possible. Also, I know that I need not remind you that the school year is rapidly drawing to a close and teachers will not be available.

Again, thank you for your consideration in the midst of a very busy schedule.

Sincerely,

Thomas C. Cooke

Thomas C. Cooke
Project Coordinator

TCC/rzm

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

APPENDIX I

LETTER TO VOCATIONAL TEACHERS REQUESTING THEIR PARTICIPATION

THE PENNSYLVANIA STATE UNIVERSITY
ATTRIBUTES OF VOCATIONAL TEACHERS

Dear Vocational Teacher:

You have been selected as being a teacher who can contribute significantly to a study which may help us to further identify and predict successful teaching through an understanding of teacher attributes. This investigation is an authorized part of the educational and research program of The Pennsylvania State University. This study will require about 20 minutes to complete some simple forms. At a later date you will be asked to complete another form which will take about 10 minutes. The data which you supply, may make it possible to better predict vocational teaching effectiveness in others and to improve pre-service and in-service teacher education programs.

Although you have been selected as one who can contribute to the study, your participation is entirely voluntary. If you participate you are free to deny answers to any questions and you are free to terminate your participation at any time.

All individual data will be treated confidentially. In fact, the study is designed so that data cannot be identified with any particular individual.

Thank you for considering taking part in this study. Your participation in providing the information requested constitutes your consent.

Sincerely,

Thomas C. Cooke
Project Coordinator

APPENDIX J

INSTRUCTIONS FOR USING ADJECTIVE CHECKLIST FORM AND ADJECTIVE CHECKLIST

INSTRUCTIONS FOR USING THE ADJECTIVE CHECKLIST ANSWER SHEET

Fill in only the information requested at the top of the form pertaining to sex, age, date and school. Do not fill in your name.

Read the "Directions for Using NCS Answer Sheet" in the upper right hand corner of the form.

Note that you are asked to be self-descriptive and not to be concerned about duplications or contradictions. Please be absolutely candid and honest. The results of this cannot be identified with you personally in any way and no individual data will be used as such.

Follow the directions on the form, using a soft pencil (no ballpoints or ink) and complete the form. Work quickly. There is no time limit but you should be able to complete the form in about 10 minutes.

As soon as you have completed the ACL form and the Demographic Information form, seal both forms in the self-addressed stamped envelope and return it directly to me. Do not return these forms to your administrator or to anyone else.

SEX: MALE ○ FEMALE ○

AGE ____ DATE ____ SCHOOL ____

NAME (see directions below)

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DIRECTIONS FOR USING NAME GRID: In the boxes above, print your last name first. Skip a box, then print as much of your first name as possible. Below each box blacken the circle that is lettered the same as the letter in the box. Blacken the blank circle for spaces.

I.D. NO./SPECIAL CODES
(use only as directed)

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FOR NCS USE ONLY

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NCS ANSWER SHEET FOR

THE ADJECTIVE CHECK LIST

BY HARRISON G. GOUGH

Copyright 1952 by Harrison G. Gough, Ph.D.

University of California, Berkeley
Published by Consulting Psychologists Press
577 College Ave., Palo Alto, Calif.

DIRECTIONS FOR USING NCS ANSWER SHEET

This answer sheet contains a list of 300 adjectives. Please read them quickly and blacken in the circle beside each one you would consider to be self-descriptive. Do not worry about duplications, contradictions, and so forth. Work quickly and do not spend too much time on any one adjective. Try to be frank, and fill the circles for the adjectives which describe you as you really are, not as you would like to be. BE SURE TO TURN THE PAGE OVER and continue through adjective No. 300 on the reverse side.

● Use No. 2½ or softer pencil ● Fill circles heavily ● Erase any errors or stray marks completely ● Do not use ball point or ink ● Example: ●

1 ○ absent-minded
2 ○ active
3 ○ adaptable
4 ○ adventurous
5 ○ affected
6 ○ affectionate
7 ○ aggressive
8 ○ alert
9 ○ aloof
10 ○ ambitious
11 ○ anxious
12 ○ apathetic
13 ○ appreciative
14 ○ argumentative
15 ○ arrogant
16 ○ artistic
17 ○ assertive
18 ○ attractive
19 ○ autocratic
20 ○ awkward
21 ○ bitter
22 ○ blustery
23 ○ boastful
24 ○ bossy
25 ○ calm
26 ○ capable
27 ○ careless
28 ○ cautious
29 ○ changeable
30 ○ charming
31 ○ cheerful
32 ○ civilized
33 ○ clear-thinking
34 ○ clever
35 ○ coarse
36 ○ cold
37 ○ commonplace
38 ○ complaining
39 ○ complicated
40 ○ conceited
41 ○ confident
42 ○ confused
43 ○ conscientious
44 ○ conservative
45 ○ considerate
46 ○ contented
47 ○ conventional
48 ○ cool
49 ○ cooperative
50 ○ courageous
51 ○ cowardly
52 ○ cruel
53 ○ curious
54 ○ cynical
55 ○ daring
56 ○ deceitful
57 ○ defensive
58 ○ deliberate
59 ○ demanding
60 ○ dependable
61 ○ dependent
62 ○ despondent
63 ○ determined
64 ○ dignified
65 ○ discreet
66 ○ disorderly
67 ○ dissatisfied
68 ○ distractible
69 ○ distrustful
70 ○ dominant
71 ○ dreamy
72 ○ dull
73 ○ easy-going
74 ○ effeminate
75 ○ efficient
76 ○ egotistical
77 ○ emotional
78 ○ energetic
79 ○ enterprising
80 ○ enthusiastic
81 ○ evasive
82 ○ excitable
83 ○ fair-minded
84 ○ fault-finding
85 ○ fearful
86 ○ feminine
87 ○ fickle
88 ○ flirtatious
89 ○ foolish
90 ○ forceful
91 ○ foresighted
92 ○ forgetful
93 ○ forgiving
94 ○ formal
95 ○ frank
96 ○ friendly
97 ○ frivolous
98 ○ fussy
99 ○ generous
100 ○ gentle
101 ○ gloomy
102 ○ good-looking
103 ○ good-natured
104 ○ greedy
105 ○ handsome
106 ○ hard-headed
107 ○ hard-hearted
108 ○ hasty
109 ○ headstrong
110 ○ healthy
111 ○ helpful
112 ○ high-strung
113 ○ honest
114 ○ hostile
115 ○ humorous
116 ○ hurried
117 ○ idealistic
118 ○ imaginative
119 ○ immature
120 ○ impatient
121 ○ impulsive
122 ○ independent
123 ○ indifferent
124 ○ individualistic
125 ○ industrious
126 ○ infantile
127 ○ informal
128 ○ ingenious
129 ○ inhibited
130 ○ initiative
131 ○ insightful
132 ○ intelligent
133 ○ interests narrow
134 ○ interests wide
135 ○ intolerant
136 ○ inventive
137 ○ irresponsible
138 ○ irritable
139 ○ jolly
140 ○ kind
141 ○ lazy
142 ○ leisurely
143 ○ logical
144 ○ loud
145 ○ loyal
146 ○ mannerly
147 ○ masculine
148 ○ mature
149 ○ meek
150 ○ methodical

CONTINUE ON REVERSE SIDE →

Scored by NATIONAL COMPUTER SYSTEMS,
4401 West 76th St., Minneapolis, Minn. 55436

NCS Trans-Optic P1038-10

● Use No. 2½ or softer pencil ● Fill circles heavily ● Erase any errors or stray marks completely ● Do not use ball point or ink

151 ○ mild
152 ○ mischievous
153 ○ moderate
154 ○ modest
155 ○ moody
156 ○ nagging
157 ○ natural
158 ○ nervous
159 ○ noisy
160 ○ obliging
161 ○ obnoxious
162 ○ opinionated
163 ○ opportunistic
164 ○ optimistic
165 ○ organized
166 ○ original
167 ○ outgoing
168 ○ outspoken
169 ○ painstaking
170 ○ patient
171 ○ peaceable
172 ○ peculiar
173 ○ persevering
174 ○ persistent
175 ○ pessimistic
176 ○ planful
177 ○ pleasant
178 ○ pleasure-seeking
179 ○ poised
180 ○ polished

181 ○ practical
182 ○ praising
183 ○ precise
184 ○ prejudiced
185 ○ preoccupied
186 ○ progressive
187 ○ prudish
188 ○ quarrelsome
189 ○ queer
190 ○ quick
191 ○ quiet
192 ○ quitting
193 ○ rational
194 ○ rattlebrained
195 ○ realistic
196 ○ reasonable
197 ○ rebellious
198 ○ reckless
199 ○ reflective
200 ○ relaxed
201 ○ reliable
202 ○ resentful
203 ○ reserved
204 ○ resourceful
205 ○ responsible
206 ○ restless
207 ○ retiring
208 ○ rigid
209 ○ robust
210 ○ rude

211 ○ sarcastic
212 ○ self-centered
213 ○ self-confident
214 ○ self-controlled
215 ○ self-denying
216 ○ self-pitying
217 ○ self-punishing
218 ○ self-seeking
219 ○ selfish
220 ○ sensitive
221 ○ sentimental
222 ○ serious
223 ○ severe
224 ○ sexy
225 ○ shallow
226 ○ sharp-witted
227 ○ shiftless
228 ○ show-off
229 ○ shrewd
230 ○ shy
231 ○ silent
232 ○ simple
233 ○ sincere
234 ○ slipshod
235 ○ slow
236 ○ sly
237 ○ smug
238 ○ snobbish
239 ○ sociable
240 ○ soft-hearted

241 ○ sophisticated
242 ○ spendthrift
243 ○ spineless
244 ○ spontaneous
245 ○ spunky
246 ○ stable
247 ○ steady
248 ○ stern
249 ○ stingy
250 ○ stolid
251 ○ strong
252 ○ stubborn
253 ○ submissive
254 ○ suggestible
255 ○ sulky
256 ○ superstitious
257 ○ suspicious
258 ○ sympathetic
259 ○ tactful
260 ○ tactless
261 ○ talkative
262 ○ temperamental
263 ○ tense
264 ○ thankless
265 ○ thorough
266 ○ thoughtful
267 ○ thrifty
268 ○ timid
269 ○ tolerant
270 ○ touchy

271 ○ tough
272 ○ trusting
273 ○ unaffected
274 ○ unambitious
275 ○ unassuming
276 ○ unconventional
277 ○ undependable
278 ○ understanding
279 ○ unemotional
280 ○ unexcitable
281 ○ unfriendly
282 ○ uninhibited
283 ○ unintelligent
284 ○ unkind
285 ○ unrealistic
286 ○ unscrupulous
287 ○ unselfish
288 ○ unstable
289 ○ vindictive
290 ○ versatile
291 ○ warm
292 ○ wary
293 ○ weak
294 ○ whiny
295 ○ wholesome
296 ○ wise
297 ○ withdrawn
298 ○ witty
299 ○ worrying
300 ○ zany

APPENDIX K

INITIAL AND A FOLLOW-UP LETTERS REQUESTING CURRICULUM MATERIALS

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

June 1, 1978

The Bureau of Vocational Education (Pennsylvania Department of Education) has funded the Division of Occupational and Vocational Studies to: 1) determine "the-state-of-the-art" in vocational education programming for the disadvantaged in Pennsylvania and the nation, and 2) develop materials which will aid in improving vocational programs for the disadvantaged. The project efforts will be focused on programs serving the academically and economically disadvantaged in regular classes, special classes, and co-op situations.

It has been suggested that we contact you regarding materials for disadvantaged youths and adults. Please send us a current catalog and/or descriptive brochures with a price list for any materials which would aid us in these efforts. Thank you.

Sincerely,

Jerry Wircenski

Jerry Wircenski
Project Director

Linda Leeking

Linda Leeking
Project Assistant

JW/LL/rzm

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

Letter Requesting Curriculum Materials

Scholastic Search Magazine
902 Sylvan Ave.
Englewood Cliffs, N.J. 07632

Zerox Education Publications
Zerox Education Center
Columbus, Ohio 43216

Maude Goldston
Assistant State Superintendent of Special Vocational Programs
State Department of Education
Richmond, VA 23216

The Vermont Guide
Vermont State Department of Education
State Office Building
Montpelier, VT 05602

Vocational Entry Skills for Secondary Students
Academic Therapy Publications
San Rafael, California 94902

Educational Design Inc.
World of Work Lesson Tapes
47 W. 13 Street
New York, N.Y. 10011

Resource Center for S.V. Teachers
Curriculum Development Center
151 Taylor Education Building
University of Kentucky
Lexington, KY 40506

Illinois Office of Education
100 N. First St.
Springfield, Ill. 62777

Dr. J. A. Barge
Special Programs Director
Florida Dept. of Education
(Individualized Manpower Training System)
204 Knott Building
Tallahassee, Florida 32304

Dept. of Vocational Education
Southern Illinois University
Carbondale, Illinois 62901

Harcourt Brace Jovanovich, Inc.
7555 Caldwell Ave.
Chicago Illinois 60648

Jamestown Publishers
P. O. Box 6743
Providence, Rhode Island 02940

A. S. S. Publications
419 Briar Court
Island Lake, Illinois 60042

Game Simulation - Series I
California Learning Simulations
750 Lurline Drive
Foster City, California 94404

Resource Center for S.V. Teachers
Curriculum Development Center
151 Taylor Education Building
University of Kentucky
Lexington, KY 40506

State Dept. of Minn.
550 Cedar Street
Capital Sq. Building
St. Paul, MN 55101

Greg Buontempo, Director
County Career Education Coordinator
Division of Vocational Education
New Jersey Dept. of Education
225 West State Street
Trenton, NJ 08625

609/292-6817

Dr. J. F. Crittenden
Coordinator
Division of Voc-Tech. Education
Bureau of Research-Evaluation &
Dissemination
State Dept. of Education
Room 258 Knott Bldg.
Tallahassee, FL 32304

904/488-6148

Dr. Paul Scott, Director
Vocational Education Materials Center
University of Georgia
124 Fain Hall
Athens, GA 30602

Melissa S. Briscoe, Director
Competency-Based Education Unit
Bureau of Vocational Education
Capital Plaza Tower
Frankfort, KY 40601

502/564-3775

Paul Scales
Research Specialist
Research & Curriculum Unit
Mississippi State University
Drawer DX
Mississippi State, Miss 39762

601/325-2510

Dr. Arthur K. Jensen
Director
Vocational Education Media Center
10 Tillman Hall
Clemson University
Clemson, SC 29631

803/656-3115

Peggy Tarpley
Communications Specialist
Division of Vocational-Technical Education
Tennessee Dept. of Education
200 Cordell Hull Bldg.
Nashville, TN 37219

615/741-1819

Ouida V. Maedel, Supervising Director
Vocational Education Curriculum
Division of Career Development Programs
Presidential Building
415 12th St., N.W., Room 900
Washington, D.C. 20004

202/724-4164

Dr. Ivan V. Simmons, Director
Indiana Curriculum Materials Center
TAW 200, Indiana State University
Terre Haute, IN 47809

812/232-6311

Rosaline Mesnik
Minnesota Instructional Materials Center
3554 White Bear Ave.
White Bear Lake, MN 55110

612/770-3943

Larry Froehlich
Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, WVa 25271

304/372-8673

Dr. Wm. G. Ward
Vocational Curriculum Center
Box 60 Willard Hall
Pittsburg State University
Pittsburg, KS 66762

316/231-7000

W. C. Mayfield, Director
Vocational Curriculum Development & Res. Center
Natchitoches, LA 71457

318/352-5348

Director, Curriculum Resource Center
Boise State University
Boise, Idaho 83725

Director, Wisconsin Vocational Studies Center
University of Wisconsin-Madison
321 Old Education Bldg. (Box 49)
Madison, Wisconsin 53706

University of Wisconsin
Director, Materials Development Center
Stout Vocational Rehabilitation Institute
Menomone, Wisconsin 54751

California State Dept. of General Services
Director, Office of Procurement
Publications Section, P. O. Box 1015
North Highlands, California 95660

Director, New Jersey Vocational-Technical
Curriculum Lab.
Rutgers University
4103 - Kilmer Campus
New Brunswick, New Jersey 08903

Director, CTES
Department SLMF
1729 H. Street
N. W. Washington D.C. 20006

Individualized Manpower Training System
Mr. John W. Phillips, Project Coordinator
The University of West Florida
Technical and Vocational Studies
Pensacola, Florida 32504

Amon Herd, Director
Instructional Materials Laboratory
10 Industrial Education Bldg.
University of Missouri
Columbia, MO 65201

314/882-2883(4)

Bob Patton, Coordinator
Curriculum & Instructional Materials Center
1515 W. 6th Ave.
Stillwater, OKLA 74074

403/377-2000

Curriculum Materials Service
Department of Vocational Education
Colorado State University
Vocational Education Bldg.
Ft. Collins, CO 80523

Gary LaComb
Specialist for Curriculum & Information
Vocational Education Unit
State Board of Education
250 E. 500 South
Salt Lake City, UT 84111

801/533-5371

Dr. Jim Zancanella
Director
Vocational Education Research Center
P. O. Box 3375
University Station
University of Wyoming
Laramie, Wyo 82071

307/766-3274

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

May 31, 1978

Dear Sirs:

The Bureau of Vocational Education (Pennsylvania Department of Education) has funded the Division of Occupational and Vocational Studies to: 1) determine "the-state-of-the-art" in vocational education programming for the disadvantaged in Pennsylvania and the nation, and 2) develop materials which will aid in improving vocational programs for the disadvantaged. The project efforts will be focused on programs serving the academically and economically disadvantaged in regular classes, special classes, and co-op situations.

It has been suggested that we contact you regarding materials for disadvantaged youths and adults. Please send us a current catalog of games with a price list for any materials which would aid us in these efforts. Thank you.

Sincerely,

Jerry Wircenski

Jerry Wircenski
Project Director

Linda Leeking

Linda Leeking
Project Assistant

JW/LL/rzm

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Your reply to our request for curriculum materials for teachers of the disadvantaged is most appreciated. The curriculum guide which you sent will be an excellent resource for our state workshop.

Efforts from people such as yourself will help education to make greater progress toward meeting society's diverse needs. Thank you again.

Sincerely,

Jerry Wircenski
Jerry Wircenski
Project Director

Linda Leeking
Linda Leeking
Project Assistant

JW/LL/rzm

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

This letter was sent to the following people:

Mr. R. R. Wilson, Director
Principal, Hillside Jr. High
3536 Hill Road
Boise, Idaho 83703

Mr. Doyle Gaines, Superintendent
Macon County Board of Education
Lafayette, Tennessee

Mr. Thomas A. Whetsel
Riverside Senior High School
R.D. #2 Country Club Drive
Ellwood City, PA 16117

Mrs. Jacqueline Backus
Broome, Delaware, Tioga Boces
Multi-Occupational Education
R.D. #1 West Hill Road
Vestal, N.Y. 13850

Ms. B. Hope
Project Advantage
Connelley Skill Learning Center
1501 Bedford Avenue
Pittsburgh, PA 15219

Mr. Dave Lawrence, Director
Learning Resource Center
Reading Area Community College
Box 1706
Reading, PA 19603

Dorothy Ray-Dyer
Coordinator, Programs for the
Disadvantaged in Voc. Education
L.A.U.S.D.
Box 3307
Los Angeles, CA 90051

Mrs. Bonnie Miller
Business Education Dept.
Parkland School District
Parkland Senior High School
Orefield, PA 18069

5/24/78

Mr. Russell E. Treikle
Administrative Assistant
Stroudsburg Area School District
1100 W. Main Street
Stroudsburg, PA 18360

Mr. J. Heller
Williamsport Area School District
605 W. 4th Street
Williamsport, PA 17701

Dale Mantz
Business Teacher
Catasauqua High School
850 Pine Street
Catasauqua, PA 18032

5/30/78

Julie Thompson
Project R.E. M.E.D.Y.
Randolph Area Vocational Center
Randolph, VT 05060

6/2/78

Project Coordinator
Disadvantaged Project
Salanco School District
R. D. 2, Box 40
Quarryville, PA 17566

Ms. K. Schneider
John Hay High School Vocational Annex
2075 East 107
Cleveland, OH 44106

Gerald Wycallis
Supervisor of Curriculum and Instruction
Dallas School District
Dallas, Pennsylvania 18612

APPENDIX L

WORKSHOP BROCHURE

1855

MEETING THE NEEDS OF TEACHERS OF DISADVANTAGED PROGRAMS

June 12-23, 1978
University Park, Pennsylvania

a continuing education service of
The Pennsylvania State University
College of Education

PURPOSE

The primary emphasis of this workshop is on the development of a supplemental skills curriculum (attitudes, responsibility, etc.) for use by classroom teachers who are working with disadvantaged students. Other topics such as a review of various types of programs, a needs assessment system for identification of disadvantaged learners, and a profile of successful teacher traits are also included.

WORKSHOP DESIGN

The workshop meets Monday through Friday from 9:00 a.m.-4:00 p.m. for two weeks beginning June 12 and concluding June 23, 1978. The program combines total group, small group, and individual interaction. Since the emphasis of the workshop is on developmental activities, participants are requested to bring curriculum materials and teaching aids to the workshop.

FOLLOW-UP ACTIVITIES

It is the intent of the workshop staff to follow up the implementation and classroom use of the curriculum materials developed.

SELECTION OF PARTICIPANTS

Due to the fact that enrollment is limited, first choice will be given to those teachers who have or will be teaching disadvantaged students at the secondary or postsecondary level.

REIMBURSEMENT

Workshop participants will receive a stipend of $130 for the two-week workshop.

CREDIT REGISTRATION

Participants may, if they wish, enroll for three (3) graduate or undergraduate credits for the workshop as I.Ed. 497c. Individuals taking the workshop for credit will be required to complete a follow-up project. The workshop is a full-time program of study and no other course work may be scheduled concurrently.

> *Undergraduate*: A student who does not have a baccalaureate degree may register for this workshop as an undergraduate.
>
> *Graduate*: If a student holds a baccalaureate degree, registration for this workshop must be as a graduate student.
>
> (a) Regular graduate: A student who is currently working toward a degree or who at some time has been enrolled in the Penn State Graduate School as a degree candidate should indicate this on the attached registration form.
>
> (b) Nondegree student: A student who holds a baccalaureate degree and is not currently working toward an advanced degree at Penn State must enter the Penn State Graduate School as a nondegree graduate. Please indicate on the attached registration form, and the nondegree application will be sent to you. The application fee of $15 is payable one time only, and must accompany the application. Do not send this amount now.

The fee for the workshop for those persons desiring credit is $42. The fee may be paid by check or money order, or by a billing to your institution. VISA (BankAmericard) and Master Charge credit cards are also accepted for payment of all registration fees for enrollment in courses or programs operated through Continuing Education. All payments by credit card are subject to authorization by the appropriate bank. Please indicate the method by which you wish to pay on the advance registration form (if you are enrolling for credit). The University reserves the right to change tuition fees without further notice.

REGISTRATION

Advance registration is necessary and very important to the organization of this workshop, as enrollment is limited. The University reserves the right to cancel the workshop due to insufficient enrollment, in which case all those registered in advance would be promptly notified. To register, complete the attached registration form and send it to the registration mailing address. An acknowledgement letter containing further pertinent information on the program, accommodations, and travel will be sent upon receipt of the registration form.

WORKSHOP LOCATION

The workshop will be conducted on the University Park Campus of Penn State University. Penn State is located in the town of State College, in the geographical center of the state. Most methods of public transportation and several major highways (the campus is reached via the Milesburg Exit, Interstate Route 80) make it accessible from metropolitan areas. Complete travel information will be sent with each registration acknowledgement.

Advance Registration Form

MEETING THE NEEDS OF TEACHERS OF DISADVANTAGED PROGRAMS

Last name ______ First name ______ Middle initial ______

Social Security Number ______ Date of Birth ______

Home Address (number and street or box number) ______ (county) ______

(town) ______ (state) ______ (zip code) ______

Home Telephone ______ Business Telephone ______

Institution ______

Institution Address ______

(town) ______ (state) ______ (zip code) ______

Your title ______

Your duties ______

______

Will you be able to participate in a field test activity for the 1978-79 school year? ( ) Yes ( ) No

Are you presently teaching disadvantaged students?
( ) Yes ( ) No

Please complete the following two sections if you plan to enroll for credit:

STUDENT STATUS (please check those items which apply to you)
( ) Degree Student
( ) Nondegree Student
( ) I am presently (or have been at one time) enrolled in the Penn State Graduate School.
( ) Yes ( ) No – I am applying separately through the Admissions Office for admission to the Graduate School as a degree candidate.

REGISTRATION FEE
( ) I wish to take the workshop for credit. Enclosed is my check for $42 payable to The Pennsylvania State University.

(please turn to other side)

( ) Please bill my organization as follows:
BILLING INSTRUCTIONS ( ) check here if same address as above.

Attn: ______________________________
Person Title

____
Institution

____
Institution Address

____
(town) (state) (zip code)

( ) Please charge the registration fee to my VISA (BankAmericard) or Master Charge number as given below:

____
VISA (BankAmericard) Number Mo./Yr. Expiration

____
Master Charge Number Mo./Yr. Expiration

If Master Charge, please enter the 4 digits found above your name on your card here ____________

Signed: ______________________________

THESE CREDIT CARDS ACCEPTED

VISA BANKAMERICARD master charge THE INTERBANK CARD

ACCOMMODATIONS

( ) Please reserve a room for me in the University Residence Halls ( ) Twin ( ) Single

____
Name of preferred roommate

Arrival ____________ Departure ____________
Date and time Date and time

( ) Please send me a hotel/motel list.

( ) I will be driving a car; please send me a free parking permit.

Please complete and mail no later than May 19, 1978 to:
Mary Kay Falck, The Pennsylvania State University, 410 Keller Conference Center, University Park, PA 16802

The Pennsylvania State University continues its policy of non-discrimination on the basis of sex in compliance with Title IX of the Education Amendment of 1972 in all activities and programs under its sponsorship. In addition, the University administers all actions without regard to race, creed, color, national origin, and age or handicap as defined by law. These policies apply to application and selection for admission as well as application for employment and all other personnel actions with the University.

C.E. 8-586

While the workshop emphasizes concentrated work and study, the need for ample recreation is recognized. The campus, located in the midst of one of Pennsylvania's best known recreation areas, has two eighteen-hole golf courses, swimming pools, bowling alleys, squash and handball courts, and many tennis courts. Nearby state parks provide scenic spots for hiking, fishing, swimming, and picnicking.

ACCOMMODATIONS

Registrants are responsible for securing their own housing accommodations. The Nittany Lion Inn, a University owned and operated, full service hotel, is located on the campus and adjacent to the Conference Center. Facilities at the attractive colonial inn include 150 reasonably priced overnight accommodations with private bath, color TV, and direct dial telephone; public dining rooms and lounge; and private banquet facilities seating several hundred persons. Early requests for reservations are advised, and arrangements may be made by writing to: Nittany Lion Inn, State College, PA 16801 Phone: (814) 237-7671. A list of other nearby hotels and motels provided by the State College Area Chamber of Commerce will be sent upon request.

Rooms are also available in the University residence halls. One-half of a double room will cost $4.85 per person per day. A limited number of single rooms are available at $6.05 per day; however, it is not possible to guarantee single occupancy. Those who are interested in residence hall accommodations should indicate this on the advance registration form. Do not send money in advance for residence hall accommodations. Payment must be made at the residence hall at the time of check-in. Meals are not included for this program.

FOR FURTHER INFORMATION

About workshop content:

Dr. Jerry L. Wircenski, Associate Professor
The Pennsylvania State University
Division of Occupational and Vocational Studies
113 Rackley Building
University Park, PA 16802
Phone: (814) 865-8361

About registration details:

Mary Kay Falck
The Pennsylvania State University
410 Keller Conference Center
University Park, PA 16802
Phone: (814) 865-8820

This project is made possible by a grant from the Department of Education, Bureau of Vocational Education, Harrisburg, PA

APPENDIX M

LETTER TO GRADUATE STUDENTS IN DIVISION OF OCCUPATIONAL AND VOCATIONAL STUDIES

THE PENNSYLVANIA STATE UNIVERSITY

INTER-OFFICE CORRESPONDENCE

Date: June 8, 1978

From: J. Wircenski, A. Phelps, L. Leeking

To: Agricultural Education, Division of Occupational and Vocational Studies and E.E.C. - Faculty, Graduate and Undergraduate students.

Vocational Industrial Education is conducting a two week workshop for the purpose of meeting the needs of teachers engaged in instructing academically and economically disadvantaged students.

Several key speakers from both in and out of state are scheduled to address the group. For those who are interested in attending any of these sessions, please check the attached agenda for dates and times.

Anyone interested in enrolling and taking the workshop for credit may do so on Monday, June 12. Daily meetings of the workshop will take place in 405 Keller Building from 9:00 - 11:30 a.m. and 1:00 - 3:30 p.m. June 12 - June 23.

Attachment

APPENDIX N

WORKSHOP AGENDA

MEETING THE NEEDS OF TEACHERS OF DISADVANTAGED PROGRAMS IN PENNSYLVAN

Keller Conference Center--Rm. 405

WEEK ONE--June 12 - June 16

Monday, June 12	Topics
A.M. Session - 9:00 - 11:30	Orientation, Welcome, Introductions, Overview of Agenda
P.M. Session - 1:00 - 3:30	Self-Assessment Topics for curriculum for clusters, format, etc. Curriculum development activities, discussion

Tuesday, June 13	
A.M. Session - 9:00 - 11:30	Curriculum development activity by teams Utilizing other copyrighted materials
P.M. Session - 1:00 - 3:30	1) Discussions/interaction Curriculum development activity assignment by teams 2) Readability of curriculum materials - *Steve Hill*

Wednesday, June 14	
A.M. Session - 9:00 - 11:30	Exemplary Program - Self Contained *Steve Brosky* and *Harry Barron* Construction Maintenance Trades Schnecksville, PA
P.M. Session - 1:00 - 3:30	Instructional Methods and Delivery Systems - *D. Lanette Vaughn* New Mexico State University

Thursday, June 15	
A.M. Session - 9:00 - 11:30	Curriculum development activity by teams
P.M. Session - 1:00 - 3:30	Identification and Assessment System a. program placement b. pre-assessment c. assessment of progress d. follow-up

Friday, June 16	
A.M. Session - 9:00 - 11:30	*Mr. Wayne Grubb*, Consultant for Disadvantaged and Handicapped, State of PA
P.M. Session - 1:00 - 3:30	Wrap-up of week one

WEEK TWO--June 19 - June 23

Monday, June 19	Topics
A.M. Session - 9:00 - 11:30	Review/Discussion of identification systems Three small groups
P.M. Session - 1:00 - 3:30	1) *Regina Euker* - Bell Telephone Trainer's Communication Skills for Special Needs Learners 2) Curriculum development activity by teams
Tuesday, June 20	
A.M. Session - 9:00 - 11:30	Curriculum development activity by teams
P.M. Session - 1:00 - 3:30	Project 101 - *Adele Sternberg*
Wednesday, June 21	
A.M. Session - 9:00 - 11:30	Profile of a Successful Teacher of Disadvantaged Students - *Tom Cooke*
P.M. Session - 1:00 - 3:30	Curriculum development activity by teams
Thursday, June 22	
A.M. Session - 9:00 - 11:30	National Exemplary Program The Illinois Network of Exemplary Programs for Handicapped and Disadvantaged Students - *Cathrine Batsche*
P.M. Session - 1:00 - 3:30	Same as A.M. Session
Friday, June 23	
A.M. Session - 9:00 - 11:30	Wrap-up of curriculum development activities
P.M. Session - 1:00 - 3:00	Self-Assessment Evaluation of workshop, discussion of follow-up activity

APPENDIX O

LESSON PLAN FORMAT AND SUPPLIMENTAL SKILLS CURRICULUM TOPICS

UNIT ______________________________ LESSON ___________________________________

STUDENT
PERFORMANCE
OBJECTIVES: The learner will be able to:

RESOURCES:

TEACHER DELIVERY SYSTEM:

CONTENT OUTLINE:

LEARNING ACTIVITIES:

EVALUATION:

I. Socialization Skills

Personal Grooming/Hygiene
Taking orders (written, oral) - 5 parts
Getting along with others
Manners
Community involvement
Use of leisure time
Respecting rights of others
Accepting difference in others
Leadership/followership
Automotive responsibilities

II. Communications Skills

Speaking Skills - articulate
Letter writing - 3 parts
Telephone Skills
Listening Skills
Procuring Information
Following Directions

III. Financial Management

Budgeting
Paycheck - Deductions, Gross Net
Job Benefits
Insurances - procedures types
Banking - S & T
Income Tax
Credit, etc.
Buying used car
Renting - leases

IV. Values Clarification Skills

Assessing self-abilities/interests
Self-understanding/fostering self-concept
Responsibility
Assertiveness training
Accepting criticism/rejection
Self-esteem - pride
Loyalty
Honesty
Dependability
Value of being a productive member of society
Dealing with controlling emotions
Independence
Accountability
Decision Making
Attitudes
Importance of Achievement

V. Job Procurement Skills

Interviewing - 2 posts
Resume
Application
Job Resources
Resigning
Asking for a raise
Legal Requirements and services
Unions
Employer Relations
Ongoing Learning
Job Advancement
Upgrading

APPENDIX P

WORKSHOP EVALUATION INSTRUMENT

MEETING THE NEEDS OF TEACHERS OF DISADVANTAGED PROGRAMS IN PENNSYLVANIA

Division of Occupational and Vocational Studies

WORKSHOP EVALUATION

DIRECTIONS: Below are some questions designed to survey your personal reactions to the workshop. Please answer all questions and make additional comments as necessary.

1. What form of promotion motivated you to attend the workshop?

____ Receive a brochure

____ Departmental announcement

____ Through an organization

____ Other, Source ______________________________

2. Did you have enough advance information about this workshop before you arrived?

____ Yes ____ No

3. (If no) What additional information would have been useful in advance?

____

____

4. How might other teachers and coordinators be motivated to attend workshops of this nature?

____

____

____

5. Do you feel the Pennsylvania Department of Education should continue to support financially the Division of Occupational and Vocational Studies at The Pennsylvania State University for workshops of this type?

____ Yes ____ No

6. List the most valuable ideas you received from attending the workshop. From which topic or speaker did you receive ideas?

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

7. Which topics or speakers do you feel could have been omitted and why?

A. ____

B. ____

C. ____

D. ____

E. ____

8. How close was this workshop to your interests and background?

____ It was too advanced.

____ I understood almost everything, but the institute missed my main interest.

____ It dealt with my main interests in an understandable and interesting way.

____ It was too basic; few if any ideas.

9. Check your general reactions to the total workshop.

____ An excellent program; I received much from it.

____ Many parts were valuable; others not so valuable

____ I gained something from attending, but less than expected.

____ It was almost a waste of time.

10. Please give your opinion of the general administration of the workshop.

A. Workshop Administration (registration procedures, meeting room arrangement, visual aids, etc.)

____

____

____

____

B. The Pennsylvania State University Staff (Dr. Allen Phelps and Dr. Jerry Wircenski)

____

____

C. The length of the workshop (10 days) and meeting times (9:00-3:30)

____

D. Daily Agenda (Number of guest presenters, number of discussion periods, breaks, your opportunity to express your ideas, etc.)

____

____

____

11. What could have been done to improve this workshop?

____

____

____

12. Topics of interest for the 1979 summer workshop. Do you plan to attend?

____ Yes ____ No

____

____

____

____

13. Specifically, what is your reaction to the curriculum development activity.

____

____

____

____

APPENDIX Q

THIRD PARTY EVALUATION REPORT

NAVESNP

National Association of Vocational Education Special Needs Personnel

EXECUTIVE BOARD 1978-79

President
Gary Meers
Special Vocational Needs
University of Nebraska
Lincoln, NE 68588

President-Elect
Raymond Faucette
Special Needs Programs
Arch Ford Education Bldg.
Little Rock, AR 72201

Past-President
Roger Sathre
Special Needs Programs
State Board for Voc. Ed.
Boise, ID 83720

Secretary-Treasurer
Phyllis Cohen
Employment Orientation, YMCA
128 Ward Street
Paterson, NJ 07505

REGIONAL VICE PRESIDENTS

I L. Allen Phelps
Div. of Occupational & Voc. Studies
Penn. State University
University Park, PA 16802

II James A. Barge
State Dept. of Education
3013 Lyndon Drive
Tallahassee, FL 32304

III Dave Kingsbury
Vocational Special Needs
Bemidji State University
Bemidji, MA 56601

IV Margaret Bratton
Special Needs Programs
Arch Ford Education Bldg.
Little Rock, AR 72201

V Nancy Hartley
Carter Hall
University of No. Colorado
Greeley, CO 80639

AFFILIATED WITH AMERICAN VOCATIONAL ASSOCIATION

ava

September 8, 1978

Jerry L. Wircenski
Pennsylvania State Univ.
Div. of Occupational and
Vocational Studies
Rackley Building
University Park, PA 16802

Dear Jerry:

I want to thank you for the fine Pennsylvania hospitality you showed me while I was in State College.

Enclosed is my evaluation report. I trust you will find it in good order and reflective of your project efforts.

It was good to meet you and I trust I will have a chance to buy you dinner in Dallas. It should be a great convention there.

Sincerely,

Gary

Gary D. Meers
President

GM:mg

Beginning with People... Building Toward Dignity

THIRD PARTY EVALUATION REPORT

by

Gary D. Meers
Director, Special Vocational Needs
University of Nebraska

September 7, 1978

THIRD PARTY EVALUATION REPORT

A third party on-site evaluation was conducted by Dr. Gary Meers, University of Nebraska Division of Special Vocational Needs on September 6, 1978. The evaluation involved reviewing the project's first year objectives, visiting with project staff, and discussing materials thus far developed.

The evaluation report will highlight each objective and the subsequent accomplishments under each objective.

Objective No. 1. To develop and conduct a national survey of mainstream, self-contained, and co-op programs for the disadvantaged.

This objective has been completed through the finalization of the national survey. After considerable follow-up on the part of the project staff, a 73 percent response rate was finalized from the programs that were nominated for survey inclusion. These findings are also being finalized into report form.

Objective No. 2. To develop and complete an initial state-of the-art survey of vocational education programs for the disadvantaged in Pennsylvania.

This objective was accomplished by developing and mailing an applicable survey form to vocational education programs throughout Pennsylvania. The mail out, with telephone follow-up, resulted in a 5 percent return. The results of this survey are presently being compiled into a summary report.

Objective No. 3. To design a system for the identification and assessment of disadvantaged learners in the three types of vocational program environments.

Previous efforts in the identification and assessment areas on the part of the project director has been greatly beneficial to this project. The previously developed materials and expertise has been further refined and modified to meet the specific needs of this project.

Objective No. 4. To develop an initial instructor profile which can be used to aid in staff development and staff selection.

This objective was accomplished through a computation of information from a variety of resources utilizing a strong research base. This data is now being used to develop a final instructor profile.

Objective No. 5. To develop a preliminary curriculum guide for supplemental skills instruction for the disadvantaged.

This guide has been completed in rough draft form and is presently being revised. The sections of the guide encompass all aspects of community and occupational survival.

Objective No. 6. To conduct a two-week summer workshop for thirty (30) participants (secondary and post-secondary teachers of the disadvantaged) to review and further develop the curriculum guide, identification system instructor profile, and state-of-the-art report.

The workshop has been conducted as specified in the objective. The participants reviewed and revised the curriculum guide and they also contributed new sections and support areas where necessitated.

Summary. The project objectives have been accomplished as outlined for the past year. In addition, activities have been carried out beyond the specified scope of the objectives that will contribute to a strong on-going project. The project staff should be commended for a good first year effort.

Gary D. Meers
Third Party Evaluator

APPENDIX R

FIELD-TEST COPY OF IDENTIFICATION AND ASSESSMENT SYSTEM

HANDBOOK

FOR

IDENTIFICATION AND ASSESSMENT OF DISADVANTAGED LEARNERS

Division of Occupational and Vocational Studies
The Pennsylvania State University
University Park, PA 16802

NOTE: This is a controlled circulation document. During the 1978-79 school year it is being field-tested by the Division of Occupational and Vocational Studies (Disadvantaged Project,-(3332).
Dr. Jerry Wircenski, Director---(814) 865-8361.

September 1978

The information presented in this handbook does not reflect the position or policy of the Pennsylvania Department of Education, Bureau of Vocational Education or The Pennsylvania State University, Division of Occupational and Vocational Studies.

FIELD-TEST COPY

Handbook Evaluation Form

Directions: After you have reviewed the Handbook and perhaps used sections of it, please complete the following evaluation questions and return the form to: Dr. Jerry L. Wircenski, Project Director, 119 Rackley Building, P.S.U., University Park, Pa 16802.

Name________________________________ Position:______________________________

Address:______________________________ Telephone:____________________________

Evaluation Code:
1.--major modification needed.
2.--acceptable, but some modification is suggested.
3.--acceptable, retain in present form.

A. Handbook Sections

Handbook Sections	Circle one			Suggested revision
1.0 System Overview	1	2	3	
2.0 Resource Procedures/Forms	1	2	3	
Appendix A	1	2	3	
Appendix B	1	2	3	

B. General Overall Evaluation

Poorly organized	1	2	3	4	5	Well organized
Confusing	1	2	3	4	5	Clear
Wordy	1	2	3	4	5	Brief, concise
Not helpful	1	2	3	4	5	Very Helpful
Theortical	1	2	3	4	5	Useful, practical

C. Describe below what you like the most and like the least about the Handbook.

Page

Handbook Evaluation Form . . . i

Section

1.0 SYSTEM OVERVIEW . . . 1
  1.1 Pre-Assessment/Identification . . . 1
  1.2 Formative Assessment. . . . 2
  1.3 Summative Assessment. . . . 3
  1.4 Ultimate Assessment . . . 3
  1.5 Uses of Assessment Information. . . . 4
  1.6 Detailed Descriptions . . . 5
  1.7 Summary . . . 11

2.0 RESOURCE PROCEDURES AND FORMS . . . 12
  2.1 Sample Identification Procedures and Forms. . . . 13
  2.2 Sample Pre-Assessment Procedures and Forms. . . . 33
  2.3 Sample Formative and Summative Assessment Procedures and Forms. . . . 39
  2.4 Sample Follow-Up Assessment Procedures and Forms . . . 43

APPENDIX A Classification Systems for the Disadvantaged . . . 52

APPENDIX B Federal Guidelines for Identifying Disadvantaged and Handicapped Persons in Vocational Education Programs . . . 61

1.0 SYSTEM OVERVIEW

The assessment system is divided into four phases according to the chronological progression of a student through an instructional program. These phases include: 1. pre-assessment, 2. formative assessment, 3. summative assessment, and 4. ultimate assessment. Additionally, the system can be viewed from two perspectives related to the use of assessment information: an administrator use and an instructor use.

1.1--PHASE 1: PRE-ASSESSMENT/IDENTIFICATION

This component of the system functions on an individual special needs learner basis, and consists of two activities: 1. Learner needs assessment and 2. Instructional design. The learner needs assessment activity produces a graphic portrayal of the learning strengths and weaknesses of the special needs learner. Developed by occupational personnel and the appropriate specialists, the portrayal describes the student's educational and learning needs. Also included in the profile is an individual learning prescription which describes instructional techniques, media, and supportive services appropriate for the learner.

The initial designing of instruction also occurs at this point. Program planning information and data from the learner needs assessment can be effectively used by occupational instructors to develop course objectives, synthesize a resource utlization plan, modify or adopt individual learner objectives, plan alternative sequences of instruction, and make similar planning considerations.

The activities of learner needs assessment and instructional design are closely related and influence each other significantly. Both the learner needs assessment and instructional design activities extend into the early period of instruction. As regular class teachers become acquainted with the abilities and aptitudes of the special needs learner, the needs assessment profile and instructional design for each student will be refined and expanded.

Specific suggestions for modification and refinement of the needs assessment and instructional design can be generated by the progress or formative assessments made in Phase 2 of the system.

1.2--PHASE 2: FORMATIVE ASSESSMENT

Formative assessment involves the monitoring of student progress throughout instruction. The purpose of this assessment is evident in the title--Formative. It can be formative in two ways. It can provide information to instructors and administrators that is useful in revising program components and changing instructional strategies. Instructors can also use formative assessment information to better understand the needs of individual students and communicate to them descriptions of their progress and achievement in the cognitive, affective, and perceptual/psychomotor domains of performance. This information provided to students can help them better understand their own strengths and weaknesses and to reinforce students that are progressing well. Formative assessment results can also aid instructioanl personnel in testing out their choice of instructional strategies at a point in time when changes can be made that will affect current learners.

Assessment information describing the special learner's "adjustment" to regular class placement and his/her social or behavioral development can also be generated by interim measurement. This information should be fed back to the pre-assessement and design component for modification of the instructional design, and/or modification in the specail needs learner's profile and prescription.

1.3--PHASE 3: SUMMATIVE ASSESSMENT

While formative assessment occurs during instruction, summative assessment, like its name implies, occurs upon the completion. Summative assessment results are useful to administrators and instructional personnel in better understanding their success in instruction. Also, similar information can be of benefit to parents, other teachers, potential employers, and service agency personnel in understanding a learner's current level of functioning.

Summative assessment results can include: (1) cumulative summaries of achievement tests that relate to occupational skills or competencies (from cognitive, affective, and perceptual/psychomotor domains), (2) a comprehensive description of his/her adjustment pattern, or (3) a course or program evaluation summary. There are many forms that a summative assessment can take. For example, final examinations, composite observation reports, project or product ratings, in-school work experience ratings, and grade point averages, are all forms of summative measures.

1.4--PHASE 4: ULTIMATE ASSESSMENT

The final component or phase of the assessment system focuses on assessing the ultimate goals or objectives of occupational programs -- preparing individuals for a productive career in society. Obviously, to assess ultimately, one must look to an individual who has completed formal schooling and has entered the workforce or some form of continuing education. Apparent techniques for ultimate assessment include student follow-up studies, employer surveys, and service agency input. Recent federal legislation in vocational education(PL 94-482) places great emphasis on student and employer follow-up.

Ultimate assessment information can provide information regarding the effectiveness of instructional programs and supporting services in addition to helping to identify additional services that might be needed by individual former students. Ultimate assessment indicators might also discribe the overall adjustment and/or transition difficulties encountered by learners as they continue schooling or enter the world of work. Certainly, information from the ultimate assessment has the greatest utility in program revision and the provision of additional services to individuals. This fact emphasizes the need for a formal avenue for feedback through all phases of the assessment system.

1.5--USES OF ASSESSMENT INFORMATION

As referred to earlier, the information generated from a system such as the one described can be directed to two immediate uses -- instructors and administrators.

Instructors can use pre-assessment information for developing learner profiles and instructional designs. At the same time, administrators may use some of the same information for filing state and federal reports, identifying the needs for additional services, or supporting requests for additional resources. The same types of examples exist for the other phases of the assessment system. The following pages contain detailed examples of purposes, evaluative questions, information needs, assessment activities, personnel, time frame, suggested instrumentation, suggested report format, audience of reports, and use of information, for each of the four phases.

1.6 - DETAILED DESCRIPTIONS

Phase I: Pre-Assessment

Purpose: To identify and assess the specific special needs of handicapped and/or disadvantaged learners prior to and during the early stages of the instructional program.

Evaluation Questions:

1. Which students qualify for the program based on the nature and severity of their functional disabilities?
2. What types of specific functional abilities/disabilities does the student exhibit?
3. To what extent are the identified functional disabilities desirable or essential for successful entry to or performance in an occupational program?
4. What documentation exists to support the identification of the functional disabilities?
5. What specific instructional techniques, materials, or supportive services will be needed to remediate the functional disabilities?
6. What specific occupational interests or aspirations has the student evidenced?
7. What specific occupational skills has the student attained from previous experiences or courses?

Information Needs:

1. Criteria for identification of special needs learner
    a. Handicapped (specific type(s))
    b. Disadvantaged (specific type(s))
2. Identification/description of the learner's functional abilities/disabilities
    a. Psychomotor/physical skills
    b. Perceptual skills
    c. Communication skills
    d. Social skills
    e. Cognitive skills
    f. Quantitative/numerical skills
3. Rating of the learner's specific ability/disability levels
    a. Below average (by two years or more)
    b. Average
    c. Above average (by two years or more)
4. Rating of the importance of the specific abilities/disabilities for occupational entry
    a. Not needed
    b. Desirable
    c. Essential
5. Data and information (from key sources) which document the learner's ability/disability ratings
    a. Observation of performance
    b. Diagnostic/prescriptive assessment
    c. Psychological assessment
    d. Teacher report/referral
    e. Parent communication
    f. School achievement/attendance records
    g. Medical examination
    h. Work sample evaluation report
    i. Visual or hearing examination
    j. Social service agency referral
6. Specific instructional techniques, materials, or supportive services which are appropriate for remediating the learner's disability. Numerous services, materials, and techniques could be identified, depending upon the nature and severity of the learner's functional disability.

7. Occupational interest data or information describing the learner's specific career interests.
8. Identification/description of the occupational competencies or skills which the learner has attained prior to entering the instructional program.

Assessment Activities:

1. Compiling of pertinent data and information from existing records
2. Observation and charting of learner performance
3. Work sample assessments
4. Formal testing
5. Reviewing/compiling previously collected assessment data
6. Performance testing
7. Interviewing learner
8. Interviewing learner's parents

Personnel:

Occupational teachers
Special needs/special education teachers
Program director/coordinator
Psychologist or diagnostician
Parents/guardians
Counselors
Supportive service personnel
State office of education personnel

Time Frame: The assessment activities leading to preparation of the Learner Needs Assessment Profile will likely take several weeks to complete. Different special needs learners will obviously require the development and use of different assessment activities. It is highly suggested that the first 2-3 weeks in the regular occupational program be devoted to assessment-oriented activities.

Example Instrumentation:

Numerous commercially-prepared, standardized instruments are available, and are frequently used. Teacher-prepared tests have been utilized at and are commonly used. The following standardized instruments are recommended by the Vo-Tech SERVE Center, District 916, White Bear Lake, MN

Dexterity tests:	Crawford Small Tool Dexterity Test
	Purdue Pegboard
	Stromberg Dexterity Test
	Bennett Hand-Tool Test
Aptitude tests:	Bennett Stenographic Aptitude Test
	Differential Aptitude Test
	Revised Minnesota Paper Form Board Test
	MacQuarrie Test for Mechanical Aptitudes
	Graves Design Judgement Test
Achievement tests:	Wide Range Achievement Test
	Diagnosis - An Instructional Aid
	Gray Oral Reading Test
	California Achievement Tests
Interest and Attitude tests:	California Picture Inventory
	Minnesota Importance Questionnaire
	Strong Vocational Interest Blank
	Brainard Occupational Preference Survey

Audiences for Assessment Data:

Teachers
Special needs learners
Program administrators
Counselors
Parents/guardians
Supportive agency personnel

Administrative Utilization of Data:

1. Compile numbers and types of special needs learners being served across all occupational programs.
2. Estimate and allocate program resources (supportive services, instructional materials, etc.) required to fully serve the identified special needs learners.
3. Monitor effectiveness of identification and assessment processes.
4. Plan budgets.
5. Accountability and public relations activities (accumulated data only).
6. Plan facility and equipment modifications.

Phase 2: Formative Assessment

Purpose: To assess the general progress the learner is making and identify specific modifications which need to be made in the learner's instructional program.

Evaluation Questions:

1. What general progress has the special needs learner made to date in his/her instructional program?
2. What concern does the instructional staff have regarding the learner's progress?
3. What changes in the learner's instructional prescription and program appear necessary?

Information Needed:

1. Rating of the learner's specific ability/disability levels in functional performance categories
   a. Below average
   b. Average
   c. Above average
2. Class attendance record of the learner
3. Test results and other assessment data collected by the instructional staff
4. Indication of the specific problem(s) the learner is encountering
5. Specific modifications needed in the learner's instructional prescription
   a. Instructional content changes
   b. Methods and/or materials changes
   c. Modification of extent or type of special services needed
   d. Other changes

Assessment Activities:

1. Performance testing
2. Formal testing (paper/pencil)
3. Work simulation testing
4. Observation
5. Learner product assessment

Personnel: Once the formative assessment information to be collected is determined, the special needs coordinator or special education teacher regularly collects the data from each of the learner's teachers. This individual is usually also responsible for compiling and distributing the data to the appropriate persons.

Time Frame: Formative assessment activities should be on-going during the instructional program. Periodically, the data collected by occupational and special needs teachers should be compiled in a form similar to a monthly progress checklist.

Suggested Instrumentation:

Most of the instrumentation used in formative assessment activities are likely to be teacher-developed checklists, quizzes, performance tests.

Audiences for Assessment Data:

Teachers
Special needs learners
Program administrators
Councilors
Parents/guardians

Administrative Utilization of Data:

1. Adjust or expand program resources (supportive services, special equipment, instructional materials, etc.) so as to fully serve the identified special needs learners.
2. Monitor effectiveness of assessment procedures
3. Adjust budgets

Phase 3: Summative Assessment

Purpose: To conduct a comprehensive evaluation of the learner's progress upon the completion of an occupational education course or program.

Evaluation Questions:

1. What occupational competencies or skills has the learner obtained which prepare him/her for entry employment?
2. To what performance level have the occupational competencies or skills been refined/developed?
3. To what extent have the learner's functional disabilities been remediated?

Information Needed:

1. Identification of the specific occupational competencies or skills the learner has attained
2. Rating of the performance level attained for each competency or skill
3. Specific description of the performance level attained for each competency or skill
4. Rating of the learner's functional abilities/disabilities following the instructional program
    a. Below average
    b. Average
    c. Above average

Assessment Activities:

1. Performance testing
2. Formal testing (paper/pencil)
3. On-the-job performance rating
4. Work simulation testing
5. Observation
6. Learner product assessment

Personnel: The instructional team which has worked directly with the learner throughout the program should be collectively involved in the summative assessment activities. The occupational teacher, special education teacher, work experience coordinator, employers, and other key personnel should coordinate their assessment efforts in compiling the Learner Performance Record.

Time Frame: Summative assessment activities are frequently initiated near the end of the course or instructional program, and are completed once the instructional activities have terminated.

Suggested Instrumentation:

Although both commercially-prepared, standardized instruments and teacher-made instruments can be used, teacher-constructed instruments are used more frequently. Standardized competency exams and certification exams are also used.

Audiences for Assessment Data:

Special needs learners
Future teachers
Counselors
Parents/guardians
Program administrators
Employers
Supportive agency personnel

Administrative Utilization of Data:

1. Inclusion in reports to state and federal agencies
2. Planning for future programming
3. Overall occupational program evaluation

Phase 4: Ultimate Evaluation

Purpose: To assess the performance of the special needs learner following a period of time in which the learner has engaged in work and/or continued training.

Evaluation Questions:

The evaluation questions used in this component will vary greatly depending upon the nature of the occupational program, and the information needed to justify program modifications within the local educational agency. Typical evaluation questions might include:

1. What is the current status of former students?
2. How effective was the special needs program in preparing the students for the world of work?
3. To what extent were the supportive services utilized and how effective were they?
4. What additional services are needed to help the individual function in society?
5. What allowances do employers need to make for special needs students?
6. Were original objectives and related instruction relevant to job performance?
7. Do students possess necessary job competencies?

Information Needed:

1. Employer rating of specific job skill possession
2. Employer rating of general job skills, e.g. work attitudes
3. Records of attendance, punctuality, etc.
4. Former student self report of skill deficiencies
5. Former student and employer indication of adjustment problems
6. Observations of job advancement or retention

Assessment Activities:

1. Student follow-up survey (mail, telephone, personal interview)
2. Employer follow-up survey (mail, telephone, personal interview)
3. Parent interview

Personnel:

Program managers
Counselors
Instructor

Time Frame: Following student entry into the work force or a continued education program.

Suggested Instrumentation:

Locally developed survey forms and/or interview schedules

Audiences for Assessment Data:

Instructors
Administrators
Special needs learners
Supportive personnel
Parents
Curriculum specialists

Administrative Utilization of Data:

1. Program evaluation
2. Program revision
3. Design of post-school services
4. Referral to agencies such as DVR, employment service, etc.

1.7 Summary

The problems related to identification and assessment of special needs learners in occupational programs are complex and numerous. The concepts proposed herein offers a strategy for program development which addresses several of the traditional assessment and information utilization problems.

The evaluative information generated in an identification, assessment, and evaluation model essentially services two major purposes: (1) to support instructional decision-making, and (2) to support administrative decision-making. Information output from each of the four components (preassessment, formative assessments, summative assessments, and ultimate assessments) is fed simultaneously in two directions. It is fed into the program administrative channel to facilitate program operations or program evaluation, and is subsequently recycled to improve program planning activities. Evaluative information is also recycled at the instructioanl level on a continuous basis to adjust the instructional design, modify and update learner profiles and prescriptions, and improve and individualize the instruction being received by the special needs learner.

Phelps, L. A. and Wentling, T. L., "A Proposed System for the Identification, Assessment, and Evaluation of Special Needs Learners", Journal of Indurstrial Teacher Education, Volume No. 3, Spring, 1977, 19-35.

2.0 RESOURCE PROCEDURES AND FORMS

The procedures and forms contained in this section have been collected from several states. Each instrument has been tested and found to provide useful identification and assessment information when working with disadvantaged learners in vocational education. You are encouraged to revise and use whatever forms are appropriate for your vocational education program.

For reference purposes, each form is coded (A thru E) to indicate its original source:

A - Albright, L. Procedures for Identifying Students With Special Needs, Special Needs Identification and Assessment Project. Bureau of Educational Research, University of Illinois, Urbana-Champaign.

B - Albright, L. Strategies for Assessing the Student's Present Levels of Performance. Special Needs Identification and Assessment Project, Bureau of Educational Research, University of Illinois, Urbana-Champaign.

C - A Handbook for Developing Vocational Programs and Services for Disadvantaged and Services for Disadvantaged Students. Carbondale, Illinois: Southern Illinois University, 1975.

D - Hyde, T. E. and Wircenski, J. L. Developing Career Counseling Instruments, undated.

E - Phelps, L. A., Instructional Development for Special Needs Learners: An Inservice Resource Guide. Urbana-Champaign: University of Illinois, 1976.

2.1 SAMPLE IDENTIFICATION PROCEDURES AND FORMS

SOURCE: D

DEVELOPING CAREER COUNSELING INSTRUMENTS

A GUIDANCE HANDBOOK FOR
IDENTIFYING, COUNSELING, SELECTING AND
PLACING STUDENTS IN VOCATIONAL PROGRAMS

BY

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AND

DR. J. L. WIRCENSKI, ASSOCIATE PROFESSOR
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THE PENNSYLVANIA STATE UNIVERSITY
UNIVERSITY PARK, PENNSYLVANIA

INTRODUCTION

The problem of objective career counseling for occupational programs has troubled teachers, counselors, and administrators alike. Too often, in spite of the numerous criteria used, the procedures are not truly objective or not agreeable to either the instructor, the guidance personnel, or perhaps the parents.

Counselors have a genuine problem in identifying the students who will most benefit from a particular program and be most successful in accomplishing the program's objectives. For example, it is not possible nor is it desirable to select just the best students (academically speaking) among those interested in a particular program, for these are not always the students who will benefit the most from or fit best into that particular program. In the case of a cooperative program such as Distributive Education, care has to be taken that students do not express false interest in enrolling simply to gain the monetary advantages. Even after prescreening a tentative list of possible candidates, a program still needs an identification tool--one that is simple and easy to apply, yet one which contains all pertinent data. Counseling criteria, if well chosen, can provide a uniform selection method in addition to serving as an effective instrument upon which to help career counsel students.

This booklet will attempt to define and explain one such career counseling method which may be used to determine and select those students who can best benefit from a particular program from the total group of students who have expressed a desire to enroll in that program. Even though students have been pre-screened from the total student body, the number of students may still have to be further reduced because of local or state limits on maximum class enrollments, facilities, number of teachers, and the like.

The use of the student career counseling/selection instrument as a counseling tool is an attempt to objectively record and relate all those variables that guidance personnel normally evaluate as they interview students in such a manner that these criteria or qualities could be reliably rated for student evaluation, selection, and career counseling. The reliability would be achieved by always applying the same set of criteria, with the same weight, for all students with equal qualifications per criteria each time the instrument is applied.

DIRECTIONS

The construction of a career counseling instrument will take approximately two hours. After you have read each section, a ** will appear; turn to the last page of this booklet and proceed with the construction of an instrument, utilizing the information presented. Select a vocational program with which you are most familiar and construct a counseling instrument for that program. Before proceeding any further, turn to page 11 and study the sample carefully.

INSTRUMENT CONSTRUCTION

I. DETERMINING CRITERIA

1. The first task to be completed is to make a list of all criteria by which the students are going to be counseled and selected. Generally, about eight to ten different criteria are used. Such criteria might include:

    1. Grades
    2. Attendance
    3. Attitude
    4. Responsibility
    5. Ability to Work With Others
    6. Employability
    7. Mechanical Reasoning
    8. Language Usage
    9. Manual Dexterity
    10. Mental Level
    11. Instructor Recommendation
    12. Program Interest
    13. Reading Scores
    14. Spatial Scores
    15. Typing Speed
    16. Math Grades

17.	English Grades	20.	Personal Hygiene
18.	Quality of Work	21.	Neatness
19.	Numerical Ability	22.	Counselor Recommendation

2. Certain programs call for specific abilities which should be added to that program's particular instrument--for example, manual dexterity for Food Service and ability to work with others for Building Trades. All data calling for particular aptitudes or abilities, e.g., manual dexterity, reading comprehension, or abstract reasoning, can be obtained from the General Aptitude Test Battery (GATB), Differential Aptitude Test (DAT), or other standardized tests. All criteria selected must be available in a student's record or "collectable" from another source. ** (Turn to page 13 and enter the criteria.)

3. Where applicable, a particular program might list "recommended" courses. Selection of these subjects depends upon the particular program for which students are being considered. For example, a student being considered for Child Care may receive extra points for each year of general science or art, while a student interested

in Food Service would receive extra points for each year of general homemaking. This practice enhances the selection of such students without the restrictive effect of "required" subjects. ** (Turn to page 13 and enter recommended courses, if any.)

4. Some of the rating criteria such as responsibility, attitude, or neatness, due to their subjective nature, require the use of a supplementary rating sheet. (A sample is included on page 12 for your examination.) Each student should be given enough supplementary rating sheets so that as many teachers as are familiar with that student can rate him. Generally, five supplementary rating sheets per student is best. On this supplementary rating sheet, teachers, counselors, and other professionals are asked to rate on a scale certain personal characteristics such as ability to work well with others, responsibility, health, and neatness. These recommendations are then averaged for each particular criterion and a consensus rating entered on the final instrument. ** (Turn to the supplementary rating sheet on page 14 and enter the criteria you

might have in order to rate the subjective criteria you have on your counseling instrument.)

II. ASSIGNING POINT VALUES

5. Point values or relative weighted importance should be assigned to each criterion as the next step in developing an instrument (for example: Grades, 10 points; Attitude, 15 points; Attendance, 15 points, etc.). The total number of points assigned to any instrument is not too important as long as the relative value of each criterion has been critically considered and carefully selected. For career counseling purposes, it is most helpful if all program instruments have the same total number of possible points. Since the same student may be interested in two programs, the scores obtained on the two instruments can be judged in terms of each other. ** (Turn to page 13 and assign point values to the criteria.)

CONSTRUCTION OF THE INSTRUMENT IN DESCRIPTIVE TERMS

III. NUMERATOR AND DENOMINATOR SCALES

6. Once the criteria and weighted values are established, the next step in developing a counseling instrument is to break down the criteria into

their descriptive terms (times absent, age, percentiles, stanines, or any other form), but the construction still remains the same. The denominators are usually linear, numbered consecutively upward or downward depending on the item and the desired values.

Figure 1 shows the construction of a scale for Attendance in which the denominators follow the usual linear pattern.

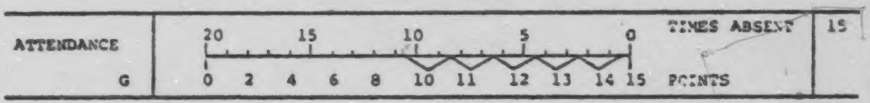


Figure 1

The more often a student has missed school, the less credit (points) he receives for this particular criterion rating. For perfect attendance, he receives the maximum allotment of points, in this case fifteen (15). The numbers of the numerator scale and the denominator scale increase and decrease consecutively and are therefore linear in nature.

7. However, in some cases these scales will not be the normal linear vs linear (numerator and denominator increasing or descreasing in a constant relationship). Figure 2 shows the construction of a scale for the Grades criteria.

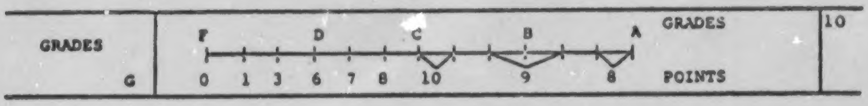


Figure 2

In this example, the grades are arranged in their normal order on the top scale. The grades may be in letters or points, depending on the method used to record the student's total grade average. Note that on the bottom scale the progress begins at 0 points for an "F" and 10 points for a "C". Therefore, the point values may be staggered, concentrating the greatest value at the grade deemed most important for that particular program.

8. Another example of point staggering is shown in Figure 3, for the Mental Level.

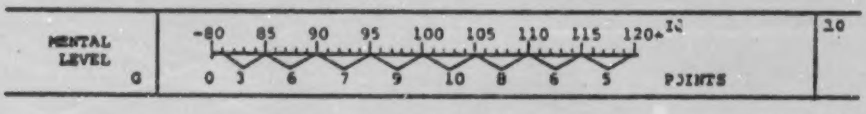


Figure 3

In this example, the scale has an assigned value of 10 points; but it is constructed so that the intervals on the lower scale are smallest and reach the highest point value toward selection between the 100-105 I.Q. level on the top scale. In other words, the students scoring in the 100 to 105 I.Q. range are considered to be those most likely to be successful in this particular program. This implies that those students scoring above 105 (as in the case of the "A" student) could possibly become bored, while those students with decreasing scores below 100 would find the work increasingly difficult and may be counseled into another career pattern by guidance personnel. ** (Turn to page 13 and complete construction of the instrument. If you encounter any difficulty, turn to the appropriate section and study the examples in Figures 1, 2, and 3 or the sample career counseling instrument on page 11.)

On page 15 a summary sheet is provided for your review. This summary sheet defines all the parts of a complete career counseling instrument. (Turn to page 15 and review the summary sheet.)

SCORING
G - GUIDANCE
T - TEACHER

FOOD SERVICE

STUDENT: ____________________

CRITERIA	SCALES		POINTS
GRADES G	F D C B A 0 1 3 6 7 8 10 9 8	GRADES POINTS	10
ATTITUDE G/T	POOR FAIR GOOD VERY GOOD 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	RATING AVERAGE POINTS	15
ATTENDANCE G	20 15 10 5 0 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	TIMES ABSENT POINTS	15
MENTAL LEVEL G	-80 85 90 95 100 105 110 115 120+IQ 0 3 6 7 9 10 8 6 5	POINTS	10
READING COMPREHENSION G	0 10 20 30 40 50 60 70 80 90 100 0 1 2 6 7 8 9 10	PERCENTILE POINTS	10
ABSTRACT REASONING G	0 10 20 30 40 50 60 70 80 90 100 0 1 2 3 4 5 6 7 8 9 10	PERCENTILE POINTS	10
RESPONSIBILITY G/T	0 10 20 30 40 50 60 70 80 90 100 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	PERCENT AVERAGE POINTS	15
ABILITY TO WORK WELL WITH OTHERS G/T	0 10 20 30 40 50 60 70 80 90 100 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	PERCENT AVERAGE POINTS	15
MANUAL DEXTERITY G	0 10 20 30 40 50 60 70 80 90 100 0 1 2 3 4 5 6 7 9 11 13 15 17 18 19 20	PERCENTILE POINTS	20
INTEREST IN FOOD SERVICE G/T	LITTLE SOME CONSIDERABLE 0 1 2 3 4 5 6 7 8 9 10	O.V.I.S. SCORE ON (001-010-110-112)	10
NEATNESS G/T	0 10 20 30 40 50 60 70 80 90 100 0 1 2 3 4 5 6 7 8 9 10	PERCENT AVERAGE POINTS	10
HEALTH G/T	0 10 20 30 40 50 60 70 80 90 100 0 1 2 3 4 5 6 7 8 9 10	PERCENT AVERAGE POINTS	10
Yes or No Criteria	ADD FIVE POINTS FOR EACH OF THESE COURSES IN WHICH THE STUDENT RECEIVED "C" OR ABOVE. (EACH YEAR OF HOMEMAKING) - 10 POINTS MAXIMUM		10
COMMENTS	MUST HAVE NEGATIVE X-RAY	TOTAL	160

SAMPLE SUPPLIMENTARY RATING SHEET

Teacher's Recommendation Form

Student Name ______________________________

Recommending Teacher ____________________

Simply stated, what we want is your opinion of the student reduced to a numerical equivalent. Ideally, we desire a person who applies himself diligently to his work, relates well to his classmates and teachers, and has a pleasinq personality.

Please check the following descriptions in order to indicate your evaluation of the student. Note the smaller divisions in some areas to help in making finer assessments.

1. Instructor Recommendation - general overall recommendation

Poor Fair Good Excellent

2. Counselor's Recommendation - general overall recommendation

Poor Fair Good Excellent

3. Attitude - general overall feelings toward school, teachers, peers....

Poor Fair Good Excellent

4. Employability - prompt, attendance regular, dresses appropriately for occasion

Hard to Place Average Easy to Place

5. Ability to Get Alonq With Others - cooperative and friendly, can take orders as well as give them

Poor Fair Good Excellent

6. Personal Hygiene - free from communicable disease, mentally sound, neat and clean personal appearance, is able to attend school regularly and perform class assignments

Poor Fair Good Excellent

7. Responsibility - willing to accept delegated duties; follows directions; takes initiative without being asked

Poor Fair Good Excellent

8. Neatness - neatness, accuracy, follows assignments or guidelines, etc.

Poor Fair Good Excellent

Rating code:
G - Guidance
I = Instructor (THIS PROGRAM)
T = Teacher (ALL OTHER PROGRAMS)

Program ____________________

Student number
or Name ____________________

CRITERIA	SCALE	POIN
	Points	
	Points	
	Points	
	Points	
	Points	
	Points	
	Points	
	Points	
	Points	
	Points	
Yes or No Criteria		

Comments:
(over)

Supplementary Rating Sheet

Teacher's Recommendation Form

School ______________________ Student Name ______________________

Recommending Teacher ______________

Simply stated, what we want is your opinion of the student reduced to a numerical equivalent. Ideally, we desire a person who applies himself diligently to his work, relates well to his classmates and teachers, and has a pleasing personality.

Please check the following descriptions in order to indicate your evaluation of the student. Note the smaller divisions in some areas to help in making finer assessments.

1. ______________ Poor Fair Good Excellent

2. ______________ Poor Fair Good Excellent

3. ______________ Poor Fair Good Excellent

4. ______________ Poor Fair Good Excellent

5. ______________ Poor Fair Good Excellent

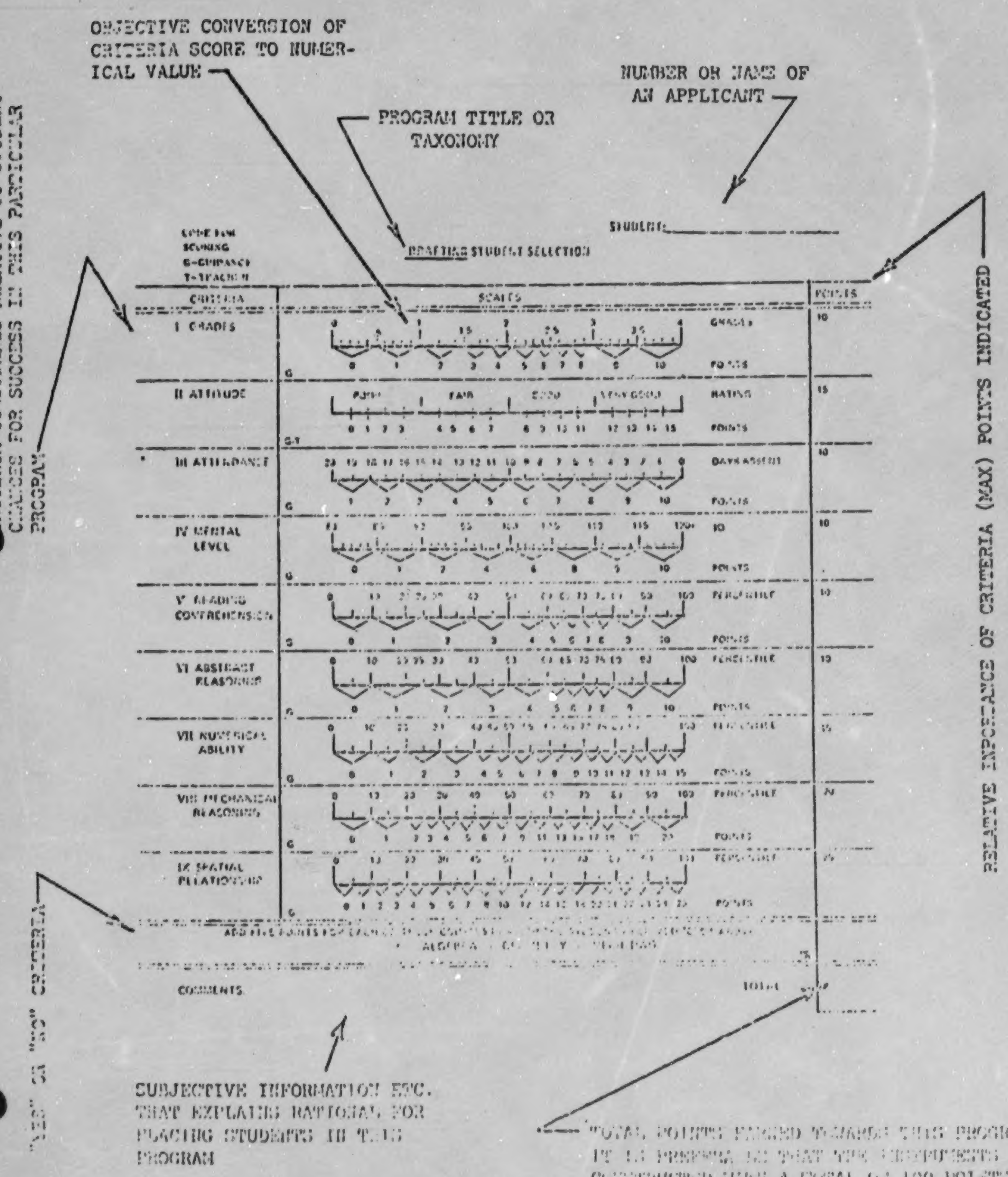
6. ______________ Poor Fair Good Excellent

7. ______________ Poor Fair Good Excellent

General Comments:

SUMMARY SHEET

CAREER COUNSELLING INSTRUMENT


CODE FOR SCORING
G-GUIDANCE
T-TEACHER
DRAFTING STUDENT SELECTION
STUDENT:
CRITERIA
SCALES
POINTS
I GRADES
GRADES
II ATTITUDE
POOR
FAIR
GOOD
VERY GOOD
RATING
III ATTENDANCE
DAYS ABSENT
IV MENTAL LEVEL
IQ
V READING COMPREHENSION
PERCENTILE
VI ABSTRACT REASONING
VII NUMERICAL ABILITY
VIII MECHANICAL REASONING
IX SPATIAL RELATIONSHIP
COMMENTS
TOTAL

OBJECTIVE CONVERSION OF CRITERIA SCORE TO NUMERICAL VALUE

NUMBER OR NAME OF AN APPLICANT

PROGRAM TITLE OR TAXONOMY

CHANCES FOR SUCCESS IN THIS PARTICULAR PROGRAM

RELATIVE IMPORTANCE OF CRITERIA (MAX) POINTS INDICATED

"YES" OR "NO" CRITERIA

SUBJECTIVE INFORMATION ETC. THAT EXPLAINS RATIONAL FOR PLACING STUDENTS IN THIS PROGRAM

TOTAL POINTS EARNED TOWARDS THIS PROGRAM IT IS PREFERRED THAT THE INSTRUMENTS BE CONSTRUCTED WITH A TOTAL OF 100 POINTS

2.2 SAMPLE PREASSESSMENT PROCEDURES AND FORMS

Source E

SPECIAL NEEDS PROGRAM - STUDENT INFORMATION/IDENTIFICATION FORM

Directions: Please complete as much of the information below as possible. Sources of information to be used in completing this form include: pupil school records, classroom observations, and individual counseling with the student.

Student Name: ______________________ Grade ____ Referral date ________

Address: ______________________ Sex ____ Birthdate ____________

Age: ______

Reason for Referral Action: ______________________

____

____

PARENTS: Father's Name: ______________________

Address: ______________________ Telephone: __________

Mother's Name: ______________________

Address: ______________________ Telephone: __________

Guardian's Name: ______________________ Relationship: __________

Address: ______________________ Telephone: __________

EMPLOYMENT: Father: ______________________

(occupation and place of employment) Mother: ______________________

Guardian: ______________________

PARENTS CONTACTED: ____ Yes ____ No

STUDENT EMPLOYMENT GOALS: ______________________

____

SPECIAL SERVICES BEING RECEIVED: ______________________

____

RECEIVED BY: ______________, (Title): __________ (Date): ________

ACTION TAKEN: ______________________

____

____

Source: A

Identification of Disadvantaged Students

The following information applies to:

________ all vocational programs

________ some vocational programs (specify which)________________

____

____

Criteria -

Referral Procedures -

Eligibility Process -

Contact Personnel -

What sources were used to obtain the information requested on this form?

Handicapped:

Disadvantaged:

Soruce: B

Student Referral Form
Vocational Education

Student's Name: ____________________ Grade: __________ Date: ______________

School: ____________________________

Person Initiating the Referral: ______________________________

Title: ____

Please Specify the Reason for this Referral: ____________________________

____

____

____

____

____

____

____

____

Special Services Presently Received: ____________________________________

____

Received By: __________________ Title: ________________ Date: ____________

Action Taken:

Source: E

SPECIAL NEED INDICATOR CATEGORIES

Special Need Indicator Categories	Definition
Quantitative/Numerical Skills	Involves the ability to count, record, perform basic arthmetic processes, measure and otherwise use or manipulate numerical information.
Verbal Skills	Involves the ability to communicate in written and spoken forms.
Cognitive Skills	Involves the ability to follow instructions, remember, sequence information, plan, organize, and make decisions.
Perceptual Skills	Involves the ability to accurately perceive colors, forms, space, sounds, and odors.
Language Skills	Involves the ability to listen, understand, and express oneself using written and oral forms of language.
Psychomotor/Physical Skills	Involves the ability to coordinate and perform physical movements.
Social Skills	Involves the ability to interact with others and act independetly in an acceptable manner.
Occupational Interests	Identifies the learner's major cluster of occupational interest or preference.

(1 of 3)

LEARNER ANALYSIS PROFILE

Learner: ______________________________

School: ______________________________

Date: ______________________________

Assessment/Appraisal Team:

____

____

____

Special Need Indicators	Learning Difficulty					Learning Strength	Documentation/Observed Behavior
QUANTITATIVE/NUMERICAL SKILLS							
Count and Record							
Add/subtract							
Multiply/divide							
Measure							
General number use							
Money							
Other quantitative/numerical skills:							
VERBAL SKILLS							
Read							
Spell							
Record information							
Verbal communication							
Written communication							
Other verbal skills:							
COGNITIVE SKILLS							
Retention							
Sequence							
Attentiveness							
Planning ability							
Mechanical aptitude							
Transfer							
Other cognitive skills:							

Source: E

(2 of 3)

Special Need Indicators	Learning Difficulty				Learning Strength	Documentation/Observed Behavior
PERCEPTUAL SKILLS						
Auditory discrimination						
Form perception						
Form discrimination						
Space perception						
Color perception						
Touch discrimination						
Other perceptual skills:						
LANGUAGE SKILLS						
Listening						
Nonverbal expression						
Technical vocabulary						
Grammatical expression						
Other language skills:						
PSYCHOMOTOR/PHYSICAL SKILLS						
Physical strength						
Hand-eye coordination						
Manual dexterity						
Mobility						
Other physical skills:						
SOCIAL SKILLS						
Sociability						
Cooperativeness						
Conformity						
Loyalty						
Safety						
Responsibility						
Sensitivity						
Other social skills:						

Source: E

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(3 of 3)

Special Need Indicators	Learning Difficulty				Learning Strength	Documentation/Observed Behavior
OCCUPATIONAL INTERESTS						
Agriculture/Natural Resources						
Automotive and Power Services						
Construction/Manufacturing						
Graphics/Communications						
Food/Clothing/Child Care						
Health						
Office/Business						
Other or specific occupational interests:						

Source: E

Source: E

LEARNING PRESCRIPTION

Learner:________________ Instructional Team:________________

School:________________ ________________

Date:________________ ________________

A. Appropriate Learning Mode

Directions: Indicate by numbering, the three most appropriate learning modes for this student. Check others that may also be appropriate.

____Audio/visual presentation
____Observation of goal behavior
____Interview/conference with knowledgeable person
____Experiment/laboratory experience/project
____Programmed instruction
____Simulation/games
____Field experience(s)
____Role playing
____Reading
____Audio recording
____Other (specify):
____
____

B. Interaction Mode

Directions: Indicate below the situations in which the student will work most productively.

____Independently (alone)
____Peer/partner
____Small group
____Large group
____Individually with teacher or aide

C. Additional Learning Style Considerations: ________________

____

____

____

____

2.3 SAMPLE FORMATIVE AND SUMMATIVE ASSESSMENT PROCEDURES AND FORMS

LEARNER PERFORMANCE PROFILE

PART A: Occupational Competency Assessment Learner:

OCCUPATIONAL TASKS	LEARNER PROGRESS				DESCRIPTIVE ASSESSMENTS	DATE
	Introduced	Involved	Productive	Employable		
					1	
					2	
					3	
					1	
					2	
					3	
					1	
					2	
					3	
					1	
					2	
					3	
					1	
					2	
					3	
					1	
					2	
					3	
					1	
					2	
					3	
					1	
					2	
					3	

Source: E

(2 of 2)

PART 5: Basic Skill/Concept Assessment   Learner:

BASIC SKILLS/CONCEPTS	LEARNER PROGRESS			DESCRIPTIVE ASSESSMENTS	DATE
	Introduced	Developing	Competent		
				1	
				2	
				3	
				1	
				2	
				3	
				1	
				2	
				3	
				1	
				2	
				3	
				1	
				2	
				3	
				1	
				2	
				3	
				1	
				2	
				3	
				1	
				2	
				3	

Source: E

Source: E

PROFILE COVER SHE

A LEARNER PERFORMANCE PROFILE

for

____

Occupational Goal:______________________ Instructors:____________________

Cluster/Program:_______________________ ________________________________

School:________________________________ ________________________________

The above-named student has demonstrated the occupational skills described by the attached form. The criteria described below can be used to interpret the level of skill development attained by the student.

Occupational Performance

- Introduced - the student/learner has vecome acquainted with the general task, as will as its function and/or purpose through previous experiences or instructions. However, the learner has not yet begun to develop or demonstrate any significant, recognizable competency in performing the task.
- Involved - the student/learner has begun to develop and/or demonstrate minimal compeetence in performing a few selected parts (subskills) of the task.
- Productive - the student/learner has deceloped and/or demonstrates a minimal level of competence in performing several parts (subskills) of the task. The student/learner would be employable in specialized, entry level occupations requiring only minimal skills.
- Employable - the student/learner has deceloped and/or demonstrates a level of competency which would make him/her employable in a normal, competitive work setting.

Basic Skills/Concepts Content

- Introduced - the student/learner has become acquainted with the basic skill or concept through previous experiences and/or instruction.
- Developing - the student/learner has demonstrated some capacity to perform the basic skill, and/or interpret and apply the basic concept.
- Competent - the student/learner is capable of accurately and repeatedly performing the basic skill, or interpreting and applying the basic concept.

2.4 SAMPLE FOLLOW-UP ASSESSMENT PROCEDURES AND FORMS

Source: E

MAJOR EVALUATION QUESTION AND RELATED INSTRUMENT QUESTIONS

What is the current status of previously-enrolled special needs learners (1971-76)?

- Are you currently employed?
- What is your present occupation?
- How many times have you changed jobs since leaving school?
- How many hours per week do you work?
- What is your weekly salary before taxes?

Source: E

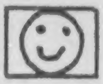
SPECIAL CONSIDERATIONS IN DEVELOPING FOLLOW-UP INSTRUMENTS

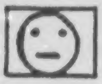
-- Preparing the directions, questions, or items

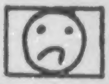
- Keep the vocabulary and language simple and concise
- Keep the sentence length short
- Attempt to use words/phrases that will not require finger spelling by interpreters for the deaf
- Test the readability level of the instrument using an appropriate readability assessment formula (See Inservice Experience VI.1 in Module 6)
- Consider alternative forms for the instrument, such as putting the questions on a cassette tape, brailling the instrument, large print, or translation of the instrument to a native language.

-- Selecting the rating or response format

- Consider using nonverbal scales


positive


neutral


negative

- Use large response boxes for those who have difficulty with fine motor coordination
- Consider using a tape recorded series of questions where students can stop the recorder and orally respond or by brailling their response.

Source: E

FORMER STUDENT SURVEY QUESTIONNAIRE

Evaluation of Special Needs Services

1. NAME:__________________________ Birthdate__________ Age___ Sex__________

2. ADDRESS:__________________________ City_______________ Zip___ Phone________

3. Name of High School attended (circle one): Eisenhower Richards

4. Please check your present status:

____Part-time student/part-time employed

____Employed full-time

____Full-time student

____Armed Forces

____Other, please describe:_______________

____Apprentice training

____Housewife

____Unemployed, looking for work

____Unemployed, not looking for work

5. If employed, describe the work you are presently doing:____________________

____

6. How long have you been employed? ____________________

7. Please list any previous work:

Employer	Dates
______________________________	_______________
______________________________	_______________
______________________________	_______________

8. Which of the courses you took in high school were most helpful to you in your present job?

______________________________ ______________________________

9. Why do you feel these courses were helpful?______________________________

____

10. What part of your high school vocational program was of least value to you?

____

11. Why?____

____

(2 of 2)

12. Check the services you received while you were a student at District 218. If you check a service, please rate its value to you by circling a number on the right.

	No Value	Some Value	Very Valuable
____ Counseling	1	2	3
____ Social worker	1	2	3
____ Nurse	1	2	3
____ Summer Math and Reading	1	2	3
____ Interpreter	1	2	3
____ Reading Lab	1	2	3
____ Job counseling	1	2	3

13. After having taken the vocational courses I found that:

a) I had the training necessary to get my job ____ yes ____ no

b) I had enough training to advance in my job ____ yes ____ no

c) My job is one that matches my ability ____ yes ____ no

d) I received enough information on how to fill out a job application ____ yes ____ no

e) I received enough information about how to prepare for an interview ____ yes ____ no

14. Did you graduate? ____ yes ____ no

15. If no, what grade did you complete? ____ 9 ____ 10 ____ 11

16. If you left school before graduation, what were your reasons?

____

17. Do you need additional vocational training? ____ yes ____ no

18. If yes, please describe the type of vocational training you need: ________

____

(Adapted from Community H.S. District #218, Worth, Illinois 60482)

Source: E

FORMER STUDENT INTERVIEW GUIDE

Respondent's Name: ______________________________

Year of Graduation: ________ Interviewer: 1 2

1. What is the name of the place where you work? ______________________________

____

2. What kind of work do you do at your job? ______________________________

____

3. How many hours per week do you work? ____________

4. Do you feel that you do good work?

Yes 1
No 2
Pretty good . . 3

5. Is your work as good as other employees' work?

Better 1
Yes 2
Not as good . . 3

6. Does your boss like your work?

Yes 1
No 2
Somewhat . . . 3

7a. Do you think ISD had enough vocational courses to choose from?

Yes 1
No 2

7b. What other courses would you have liked that they did not offer at ISD?

______________________________ ______________________________

______________________________ ______________________________

8. Did you have a chance to take courses at ISD that would help you in your job?

Yes 1
No 2

9. What did you like the most about ISD?

Classes 1
Counselors 2
Teachers 3
On-the-job training . 4
Other ____________ . 5
(please specify)

10a. Do you feel your ISD experience prepared you enough to go to junior college or some other job training school?

Yes 1
No 2

10b. What was lacking? ______________________________

(2 of 2)

11. Here is a rating scale. How would you rate the quality of the ISD vocational teachers?

Really good 1
Good 2
Okay 3
Not too good 4
Bad 5

12. What suggestions do you have improving the ISD program?__________________

____

____

Source: E

SAMPLE COVER LETTER FOR A LEARNER FOLLOW-UP SURVEY QUESTIONNAIRE

(school letterhead)

Dear __(first name)____,

By taking a few minutes of your time you can provide valuable information which will help us improve our vocational program.

Your responses will not be shared with others, but will become a part of a summary. The comments you and other students make will identify areas for improvement and change.

Please complete the attached questionnaire and return it in the enclosed envelope. We are looking forward to hearing from you. Your assistance is greatly appreciated.

Sincerely,

Note: Similar introductory information should be conveyed if a telephone or personal interview is used for the follow-up survey.

(Adapted from Community H.S. District #218, Worth, Ill. 60482)

Source: E

SPECIAL CONSIDERATIONS IN ADMINISTERING FOLLOW-UP INSTRUMENTS

- Have the questions presented orally so they can be simplified and clarified as needed
- Administer the survey instrument orally to individuals or small groups
- Use a total communication approach that includes lip reading, signing, and finger spelling when administering the instrument to a hearing impaired student
- Permit students to respond in a brailled or tape recorded format
- Use bilinguists in interpreting and orally presenting the follow-up questions for students who use English as a second language

APPENDIX A

CLASSIFICATION SYSTEM FOR THE DISADVANTAGED

CLASSIFICATION SYSTEM FOR THE DISADVANTAGED

The classification system for the disadvantaged is designed to include all persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in a regular vocational education program. In order to assist an individual to succeed, one or more of the allowable special services should be provided to maximize the likelihood of his successful completion of a vocational program.

To be eligible for special vocational programs, program modifications, and related services under the 15-percent set-aside funds for the disadvantaged, an individual shall fulfill one of the following conditions:

- *He is excluded from a regular vocational program because of the effects of a disadvantagement,* or
- *He shows evidence of being unable to succeed in a regular vocational program because of the effects of a disadvantagement.*

For the individual to qualify for these funds, the effects of the disadvantagement must be identified by qualified professionals, such as teachers, counselors, and social workers.

The categories of disadvantages have been selected for ease of identification and classification by the classroom teacher. The numbers assigned to each category may be used for reporting information to local and State administrators. Such information is essential for planning and analyzing the effectiveness of vocational education programs and supportive services provided for the disadvantaged. The statements following each category are provided as examples of the types of disadvantagements in that category. Every effort should be made to identify an individual in one of the three main categories and to use category 4.0 (other) sparingly.

1.0 ACADEMICALLY DISADVANTAGED

These individuals are not succeeding or cannot succeed in a regular vocational education program because of at least one educational deficiency.

1.1 LANGUAGE (SPEAKING/COMPREHENSION) DEFICIENCY

Individuals in this group experience sufficient difficulty with verbal communication that their capacity to learn is significantly reduced. They may have one or more of the following characteristics:

Poor speech and/or limited formal English vocabulary
Inability to use the formal language effectively in school
Serious language difficulties in any language

Source Kay, E. R., Kemp, B. H., and Saunders, F. G. Guidelines for Identifying, Classifying and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968, DHEW Publication No. (OE) 73-11700 U.S. Government Printing Office, Washington, DC, 1973.

1.1.1 ENGLISH IS SECONDARY LANGUAGE

Persons whose language deficiency can be remedied by instruction in English as a foreign language

1.1.2 ENGLISH IS PRIMARY LANGUAGE

Persons whose language deficiency can be remedied by programs designed to increase language proficiency

2.21 READING AND/OR WRITING DEFICIENCY

Individuals in this group experience sufficient difficulty with reading and writing that their capacity to learn is reduced significantly. They may have one or more of the following characteristics:

Poor reading ability and limited formal vocabulary
Inability to write or communicate in writing

1.2.1 ENGLISH IS SECONDARY LANGUAGE

Persons whose reading/writing deficiency can be treated by instruction in English as a foreign language or by programs designed to achieve proficiency

1.2.2 ENGLISH IS PRIMARY LANGUAGE

Persons whose reading/writing deficiency can be treated best by programs designed to increase proficiency

2.2 COMPUTATIONAL DEFICIENCY

These individuals have an educational background in mathematics which is not adequate to perform at the level required by the vocational education program. They may have one or more of the following characteristics:

Serious difficulties in comprehending computational concepts
Insufficient computational skill to compete effectively with peers

1.4 GENERAL EDUCATIONAL DEFICIENCY

Individuals in this group have general educational deficiencies which are principally responsible for their inability to succeed. They may have one or more characteristics or conditions, such as the following:

Low achievement scores
Poor attendance records
School dropout
Potential school dropout
Unawareness of educational procedures and/or opportunities
Lack of parental support and guidance because of parents' lack of education

2.0 SOCIOECONOMIC EFFECTS ON BEHAVIOR

These individuals, because of their background or experience, have developed attitudes which result in behavior that severely limits their ability to perform successfully in a vocational education program.

2.1 HOSTILE OR DEFIANT BEHAVIOR

Individuals in this group exhibit excessive aggressive, anti-social, or disruptive behavior. They may have one or more characteristics, such as the following:

- Significant incidence of involvement with the criminal justice system
- Defiance of rules and regulations
- Persistence in trying to dominate the scene
- Withdrawal from normal social intercourse
- Unrestrained behavior
- Socially assertive and unconventional behavior
- Disruptiveness in school

2.2 PASSIVE OR APATHETIC BEHAVIOR

Individuals in this group exhibit unusual lack of participation in and response to learning opportunities. They may have one or more characteristics or conditions, such as the following:

- No interest in learning or in schoolwork
- Negative attitude toward learning
- Discouragement in schoolwork
- Poor attendance records
- Lack of personal motivation, indifference
- Potential school dropout
- Persistent truancy from home and school
- Poor relationship with others
- Very poor or negative self-image
- Oversensitivity to constructive criticism
- Lack of experience with successful examples of his own ethnic group
- Underachievement
- Other identified disadvantagements, such as poor nutrition, broken home, out-of-wedlock pregnancies, or underemployment

2 3.0 ECONOMICALLY DISADVANTAGED

Individuals in this group are not succeeding or cannot succeed in a regular vocational education program for one or more economic reasons. The effects tend to be clear and obvious to a vocational educator, and countermeasures may require joint efforts with welfare and other social agency personnel. Persons in this category may have one or more characteristics, such as the following:

Geographical isolation
Needs economic assistance to enter or stay in school
Unemployment or underemployment

2.4.0 OTHER REMEDIABLE EFFECTS (SPECIFY)

This "catch all" category should be restricted to special situations of a local individualized nature. The effect of disadvantagement should be specified.

Groups of Individuals Most Apt To Show Effects of Disadvantagement

The only basis for identifying a student as disadvantaged is his inability to succeed in a regular vocational education program. Further, he should be identified as an individual who cannot succeed rather than as a member of a "disadvantaged" group. With these criteria in mind, the following groups are listed only as guidance for those who have to identify the individuals who are most likely to have some effects of disadvantagement:

Persons, including veterans, with poor educational background
Semiskilled and unskilled workers receiving less than poverty level incomes
Persons in correctional institutions or in institutions for neglected children
Members of ethnic minority groups which have been discriminated against
Persons who lack motivation for obtaining an education or a job skill because of a combination of environmental, cultural, and historical factors
Persons who are dependent upon social services to meet their basic needs
Unwed teenage parents

Disadvantaged persons may also be identified as being residents of certain areas which have been identified as "target" areas. Areas which may be expected to have a high percentage of disadvantaged individuals include the following:

Economically depressed communities (low-income areas)
Areas of high youth unemployment
Areas of high rates of school dropouts
City ghettos
Public housing developments
Urban renewal areas
Model cities neighborhoods
Rural poverty areas
Mexican-American barrios
Puerto Rican enclaves
American Indian reservations
Migrant streams

Cause-Characteristics of the Disadvantaged

In formulating the classification system for the disadvantaged, special care was taken to keep the cause of a disadvantagement distinct from its effect in an educational context. However, it is important to Federal, State, and local educational planners to know the causes of the disadvantagement handicaps, as well as the effects which can be treated in the vocational education structure.

The statistical linkages provided through the cause-characteristics should enable vocational education planners at all levels of government to use their judgment in formulating programs that can meet social objectives beyond the vocational education context. For example, knowing the number and ages of individuals in non-English-speaking homes from the 1970 Census, a vocational planner can be guided to exercise leadership in initiating English literacy projects in non-English-speaking residential areas or, if reports show English as the primary home language, to question the extensive use of vocational education funds for remedial English purposes.

The categories of cause-characteristics have been selected to describe attributes of all except the most unusual disadvantaged student, and to provide statistical data linkages that quantify the particular student population of interest. There is one exception to the latter criterion: No commonly accepted measures of "geographic-transportation isolation" exist. In addition, the categories are not mutually exclusive. A vocational education student failing to succeed could trace his disadvantagement to causes stemming from being an American Indian, on welfare, from a non-English language background, a former high school dropout, and residing in an isolated area.

In reporting on the disadvantaged, all of the cause-characteristics, as far as they are known by the teacher or counselor, should be identified for each individual being reported. By so doing, the hard-to-reach and the hard-to-teach groups which have been of special concern to Congress and to the National Advisory Council on Vocational Education will be identified. These categories are also important to various special-interest groups. Letter-and-number combinations have been assigned each category of cause-characteristics to distinguish them from the numerical system used for classifying the categories of the effects of disadvantagement.

A. *Non-English language background*

Students in this group come from home environments in which English is not the common language of communication.

A1 Spanish
A2 American Indian
A3 Eskimo
A4 French
A5 Oriental
A6 Other (specify)

B. *Low-income family*

B1 On welfare

The family or the person is dependent on social agencies for economic assistance.

B2 Not on welfare

Income of family or person is inadequate for basic needs and presents major obstacles to successful vocational education. Available standards for income measurement include the Office of Economic Opportunity standards and the family income levels (adjusted for family size) used by the Bureau of the Census--"General Social and Economic Characteristics," tables 58, 90, and 107.

C. *Dropouts*

C1 Actual

Persons who left school for any reason (other than death) before graduating or completing a program of study and without transferring to another school.

C2 Potential

Persons who may reasonably be expected to leave school for any reason before graduating or completing a program of study and without transferring to another school.

D. *Migrant worker family*

A migratory worker is one who has moved with his family from one school district to another during the past year in order that he or other members of his immediate family might secure employment in agriculture or in related food-processing activities or other seasonal employment.

E. *Dependent, neglected, uncared-for, and/or delinquent youth*

E1 Dependent youth

Youth who have lost their homes through death of parents or guardians.

E2 Neglected youth

Youth who have been abused by parent, guardian, or society in general, as determined by the court.

E3 Uncared-for youth

Youth who are being abused by parent, guardian, or society in general, in which the court has not been involved.

E4 Delinquent youth

Youth who have been declared delinquent by a court of appropriate jurisdiction.

F. *Racial/ethnic groups*

F1 Negro/black

F2 American Indian

F3 Spanish surnamed

F4 Oriental

F5 Other (specify)

G. *Adults* (persons beyond the age of compulsory school attendance)

G1 Functional illiterates

Persons who have limited ability in communication and computational skills which prevents them from obtaining stable and adequate paid employment.

G2 Unemployed/underemployed

The unemployed are those who are not working but are looking for a job. The underemployed are those who are working less than full time at a job and wanting to work more.

G3 Offenders

Persons who are committed to or on release-status from a correctional institution.

H. *Geographic-transportation isolated*

Persons who have severely restricted access to transportation resources and/or who have cultural traditions which militate against the use of modern or innovative technology and inhibit personal and occupational mobility.

H1 Rural isolation

Persons in sparsely settled areas which are inadequately served by highways or public transportation. They may have a tradition of subsistence in a noncash economy. There is little access to cultural opportunities.

H2 Urban isolation

Persons in heavily populated areas whose mobility is restricted by social pressures or personal fears. Public transportation within their ability to pay is generally inadequate.

I. *Other cause-characteristics* (specify)

APPENDIX B

FEDREAL GUIDELINES FOR IDENTIFYING DISADVANTAGED AND HANDICAPPED PERSONS IN VOCATIONAL EDUCATION PROGRAMS

Source: A

Federal Guidelines for Identifying Disadvantaged and Handicapped Persons in Vocational Education Programs

Identification of a Disadvantaged Person

Definition - Persons (other than handicapped persons) who have *academic* or *economic* disadvantages, including persons who have limited English-speaking ability, and who require special services, assistance or programs in order to enable them to succeed in vocational education programs (Final Rules and Regulations for the Vocational Education Amendments of 1976, Section 104.804, *Federal Register*, October 3, 1977).

Criteria - *Academic disadvantage* means that a person: 1) lacks reading and writing skills; 2) lacks mathematical skills; or 3) performs below grade level.

Economic disadvantage means: 1) family income is at or below national poverty level; 2) participant or parent(s) or guardian of the participant is unemployed; 3) participant or parent of participant is receiving public assistance; or 4) the participant is institutionalized or under State guardianship (Section 104.804, October 3, 1977).

The State shall use, to the maximum extent possible, the funds expended for disadvantaged and persons of limited English-speaking ability to enable these persons to participate in regular vocational education programs (Section 104.313, October 3, 1977).

Identification of a Handicapped Person

Definition - The term handicapped--means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired, or persons with specific learning disabilities who by reason thereof require special education and related services, and who because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program (Definitions, Appendix A, *Federal Register*, October 3, 1977).

Criteria - The (vocational education) program provided each handicapped child will be planned and coordinated in conformity with and as a part of the child's individualized educational program as required by the Education of the Handicapped Act (Section 104.182 (f), *Federal Register*, October 3, 1977).[1]

---

[1] The individualized education program (IEP) is a written statement, developed by a team of persons, indicating the specific program plans for each handicapped student. This plan is to be completed on at least an annual basis. The procedures suggested throughout these documents are based on the individualized planning concept and are in accord with the mandated requirements of PL 94-142, The Education for All Handicapped Children Act of 1975. The only difference is that the concept presented herein has been expanded to include both handicapped and disadvantaged persons in vocational education programs.

Student's Name ______________________ Course ______________

Teacher's Name ______________________ Date ______________

This student is handicapped for the following reason or reasons:

1. ( ) Has an IQ between 50 & 75 (EMH)
2. ( ) Has a severe hearing problem
3. ( ) Has a severe vision problem
4. ( ) Has a limb or extremity impairment or dismemberment
5. ( ) Has a speech impairment or impediment
6. ( ) Other (please specify on reverse side)

This student is disadvantaged for the following reason or reasons:

1. ( ) Over age for grade by at least two years
2. ( ) Has difficulty communicating in writing or speaking
3. ( ) Is frequently absent from class without apparent cause
4. ( ) Has a reading level at least two grades below grade placement
5. ( ) Has a mathematical ability at least two grades below grade placement
6. ( ) Exhibits hostile or apathetic behavior
7. ( ) Needs economic assistance to continue his educational programs
8. ( ) Other (please specify on reverse side)

This student is a recipient of the following anciallary service or services:

1. ( ) Developmental program
2. ( ) Combined studies program
3. ( ) Occupational training program
4. ( ) Communications skills program
5. ( ) Speech therapy program
6. ( ) Remedial reading program
7. ( ) Social worker services
8. ( ) Psychological services
9. ( ) Special education counseling service
10. ( ) Other (please specify on reverse side)

State of Illinois
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
1035 Outer Park Drive
Springfield, Illinois 62706

Source: C

DISADVANTAGED

	Overage	Communication Difficulty	Frequent Absenteeism	Reading Problem	Math Problem	Hostile or Apathetic Behavior	Economic Assistance	Other
- Bilingual and/or bicultural instruction		X	X	X				
- Class size - lower than average	X	X	X	X	X	X		
- Core programming	X	X	X	X	X	X		
- Curriculum development - develop or modify instructional materials and teaching techniques	X	X	X	X	X	X		
- Flexible scheduling - Extended day, week or term	X	X	X	X	X	X		
- Free Clothing							X	
- Free school materials							X	
- Free transportation							X	
- Guidance and counseling - individual, group and/or family	X	X	X			X	X	
- Identification of students	X	X	X	X	X	X	X	
- Individualized instruction	X	X	X	X	X	X		
- Instructional materials - special	X	X	X	X	X	X		
- Interpreter service		X						
- Job placement and follow-up services (special)	X	X	X	X	X	X		
- Media specialist	X	X	X	X	X	X		
- Mini-courses	X	X	X	X	X	X		
- Paraprofessional services	X	X	X	X	X	X		
- Program developer/planner/coordinator	X	X	X	X	X	X	X	
- Progress Records (special)	X	X	X	X	X	X		
- Psychological services	X	X	X	X	X	X		
- Recruitment	X	X	X	X	X	X	X	
- Remedial teachers	X	X	X	X	X	X		
- Resource center	X	X	X	X	X	X		
- Social work and/or family involvement	X	X	X	X	X	X	X	
- Special vocational classes	X	X	X	X	X	X		
- Special facilities, i.e., workshop, mobile unit, etc.		X		X	X	X		
- Special staff, -- i.e., bilinguist, reading or math specialist, etc.		X		X	X	X		
- Staff training and orientation	X	X	X	X	X	X	X	
- Staffings - prescription programming	X	X	X	X	X	X		
- Student employment - cost to school							X	
- Summer orientation program	X	X	X	X	X	X		
- Testing, evaluation - special diagnosis of student and/or program	X	X	X	X	X	X	X	
- Tutorial services	X	X	X	X	X	X		

APPENDIX S

Written Communication with the
Bureau of Occupational and Adult Education-
Washington, D.C.,
NAVESNP, and the National Center for
Research in Vocational Education

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

March 20, 1978

Ms. Barbara Kemp
Disadvantaged Program Specialist
Bureau of Occupational and Adult
  Education
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Ms. Kemp:

The Pennsylvania State University is conducting a national study of vocational programs for the academically and economically disadvantaged as defined in P.S. 94-482. (A one page abstract is enclosed.)

This project is designed to (1) survey the "state-of-the-art" of disadvantaged programs in Pennsylvania, (2) survey mainstream, self-contained and co-op programs for the disadvantaged nationally, (3) design a system for identifying disadvantaged learners, (4) develop an instructor profile, (5) develop a curriculum guide for supplemental skill instruction for the disadvantaged and (6) conduct a two week workshop for instructors of disadvantaged programs.

The enclosed materials have been developed to date. As the project unfolds I will forward them to your attention.

Sincerely,

Jerry L. Wircenski
Associate Professor
Project Director

JLW/bat

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

March 20, 1978

Dr. Richard Carlson
Division Director
Bureau of Occupational and
Adult Education
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Dr. Carlson:

The Pennsylvania State University is conducting a national study of vocational programs for the academically and economically disadvantaged as defined in P.L. 94-482. (A one page abstract is enclosed.)

This project is designed to (1) survey the "state-of-the-art" of disadvantaged programs in Pennsylvania, (2) survey mainstream, self-contained and co-op programs for the disadvantaged nationally, (3) design a system for identifying disadvantaged learners, (4) develop an instructor profile, (5) develop a curriculum guide for supplemental skill instruction for the disadvantaged and (6) conduct a two week workshop for instructors of disadvantaged programs.

The enclosed materials have been developed to date. As the project unfolds I will forward them to your attention.

Sincerely,

Jerry L. Wircenski

Jerry L. Wircenski
Associate Professor
Project Director

JLW/bat

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

March 20, 1978

Dr. Charles Buzzell
Acting Deputy Commissioner
Bureau of Occupational and
Adult Education
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Dr. Buzzell:

The Pennsylvania State University is conducting a national study of vocational programs for the academically and economically disadvantaged as defined in P.L. 94-482. (A one page abstract is enclosed).

This project is designed to (1) survey the "state-of-the-art" of disadvantaged programs in Pennsylvania, (2) survey mainstream, self-contained and co-op programs for the disadvantaged nationally, (3) design a system for identifying disadvantaged learners, (4) develop an instructor profile, (5) develop a curriculum guide for supplemental skill instruction for the disadvantaged and (6) conduct a two week workshop for instructors of idsadvantaged programs.

The enclosed materials have been developed to date. As the project unfolds I will forward them to your attention.

Sincerely,

Jerry L. Wircenski
Associate Professor
Project Director

JLW/bat

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

March 31, 1978

Dr. Jerry L. Wircenski
Associate Professor
Division of Occupational and
Vocational Studies
College of Education
Pennsylvania State University
University Park, Pennsylvania 06802

Dear Dr. Wircenski:

On behalf of Dr. Charles Buzzell, I would like to thank you for the letter you wrote to him on March 20, 1978 in which you described the project you are directing on vocational programs of the academically and economically disadvantaged.

Dr. Buzzell has shared the abstract of your national study with Ms. Barbara Kemp, Program Specialist for Disadvantaged Programs, as well as Dr. Howard Hjelm, Director, Division of Research and Demonstration, and has asked that we maintain cognizance of the study for its implications in our own program planning and implementation. As your project progresses, I hope you can keep me informed about your preliminary findings.

Enclosed is a "Request for Comments on Possible Project Priorities" for fiscal year 1979. Should you or your colleages have some nationally-significant problems or issues which you think we should address within one of the program areas identified in the Request, we would appreciate your sharing them with Dr. Hjelm. In addition, I am enclosing a list of the projects we plan to support this fiscal year. If you would like to receive any of the Request for Proposals at the time they become available, please provide Dr. Hjelm with the titles and he will have you placed on the appropriate bidder's list.

Finally, I am enclosing a copy of Advancing Vocational Education Through Research and Demonstration which contains information on the projects we supported in fiscal year 1976, including a number of projects pertaining to special populations. A copy of our annual report for fiscal year 1975 is likewise enclosed since a number of the projects focused on the disadvantaged, handicapped, and minorities.

We look forward to further communication with you as your project progresses. In the mean time, if we have any further materials which we think should be brought to your attention, we will forward them to you.

Sincerely,

Glenn C. Boerrigter

Glenn C. Boerrigter
Chief, Research Branch

Enclosures

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

April 19, 1978

Dr. Roger Sathre
President of NAVESNP
Len B. Jordan Bldg.
Boise, Idaho 83720

Dear Dr. Sathre:

The Pennsylvania State University is conducting a national study of vocational programs for the academically and economically disadvantaged as defined in P.L. 94-482. (A one page abstract is enclosed.) For this study we are compiling current information regarding completed studies on disadvantaged programs at the national level.

We would appreciate any information or reference you could provide on these programs. Thank you for your cooperation.

Sincerely,

Jerry Wircenski

Jerry L. Wircenski
Project Director

JLW/bat

Enclosure

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

April 19, 1978

Dr. Greg Meers
President Elect of NAVESNP
105A Bancroft
University of Nebraska-Lincoln
Lincoln, NB 68588

Dear Dr. Meers:

The Pennsylvania State University is conducting a national study of vocational programs for the academically and economically disadvantaged as defined in P.L. 94-482. (A one page abstract is enclosed.) For this study we are compiling current information regarding completed studies on disadvantaged programs at the national level.

We would appreciate any information or reference you could provide on these programs. Thank you for your cooperation.

Sincerely,

Jerry Wircenski

Jerry L. Wircenski
Project Director

JLW/bat

Enclosure

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

April 19, 1978

Dr. Robert E. Taylor
Executive Director
The National Center for Research in
Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

Dear Dr. Taylor:

The Pennsylvania State University is conducting a national study of vocational programs for the academically and economically disadvantaged as defined in P.L. 94-482. (A one-page abstract is enclosed.) For this study we are compiling current information regarding completed studies on disadvantaged programs at the national level.

We would appreciate any information or reference you could provide on these programs. Thank you for your cooperation.

Sincerely,

Jerry L. Wircenski

Jerry L. Wircenski
Project Director

JLW/bat

Enclosure

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

APPENDIX T

Thank You Letter to Workshop Speakers

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

June 22, 1978

Ms. Lanette D. Vaughn
422 Bacon Drive
Las Cruces, NM 88001

Dear Ms. Vaughn:

On behalf of the Division of Occupational and Vocational Studies, I would like to thank you for your recent presentation at the workshop for teachers of disadvantaged programs. I am sure that the participants gained a great deal of insight as a result of your discussions.

Thank you again for your contribution at the workshop.

Sincerely,

Jerry

Jerry L. Wircenski
Associate Professor
Division of Occupational
and Vocational Studies

JLW/bat

Enclosure

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

June 22, 1978

Mr. Steve Brosky
1231 S. Lumber Street
Allentown, PA 18103

Dear Mr. Brosky:

On behalf of the Division of Occupational and Vocational Studies, I would like to thank you for your recent presentation at the workshop for teachers of disadvantaged programs. I am sure that the participants gained a great deal of insight as a result of your discussions.

Thank you again for your contribution at the workshop.

Sincerely,

Jerry L. Wircenski
Associate Professor
Division of Occupationl
and Vocational Studies

JLW/bat

Enclosure

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

June 26, 1978

Mr. Harry Barron
1231 S. Lumber Street
Allentown, PA 18103

Dear Mr. Barron:

On behalf of the Division of Occupational and Vocational Studies, I would like to thank you for your recent presentation at the workshop for teachers of disadvantaged programs. I am sure that the participants gained a great deal of insight as a result of your discussion.

Thank you again for your contribution at the workshop.

Sincerely,

Jerry L. Wircenski
Associate Professor
Division of Occupational
and Vocational Studies

JLW/bat

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

June 26, 1978

Ms. Adele Sternbetg
Project 101
223 Orchard Hill
Mt. Pleasant, PA 15666

Dear Ms. Sternberg:

On behalf of the Division of Occupational and Vocational Studies, I would like to thank you for your recent presentation at the workshop for teachers of disadvantaged programs. I am sure that the participants gained a great deal of insight as a result of your discussion.

Thank you again for your contribution at the workshop.

Sincerely,

Jerry L. Wircenski
Associate Professor
Division of Occupational
and Vocational Studies

JLW/bat

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

June 26, 1978

Ms. Cathrine Batsche
210 W. Saratoga
Normal, IL 61761

Dear Ms. Batsche:

On behalf of the Division of Occupational and Vocational Studies, I would like to thank you for your recent presentation at the workshop for teachers of idsadvantaged programs. I am sure that the participants gained a great deal of insight as a result of your discussion.

Thank you again for your contribution at the workshop.

Sincerely,

Jerry L. Wircenski
Associate Professor
Division of Occupational
and Vocational Studies

JLW/ksb

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

June 26, 1978

Mr. Thomas Cooke
The Pennsylvania State
University
102 Rackley Building
University Park, PA 16802

Dear Tom:

On behalf of the Division of Occupational and Vocational Studies, I would like to thank you for your recent presentation at the workshop for teachers of disadvantaged programs. I am sure that the participants gained a great deal of insight as a result of your discussion.

Thank you again for your contribution at the workshop.

Sincerely,

Jerry

Jerry L. Wircenski
Associate Professor
Division of Occupational
and Vocational Studies

JLW/bat

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

June 26, 1978

Mr. Wayne L. Grubb
Consultant for Disadvantaged
and Handicapped
Pennsylvania Department of
Education
Box 911
Harrisburg, PA 17126

Dear Mr. Grubb:

On behalf of the Division of Occupational and Vocational Studies, I would like to thank you for your recent presentation at the workshop for teachers of disadvnataged programs. I am sure that the participants gained a great deal of insight as a result of your discussion.

Thank you again for your contribution at the workshop.

Sincerely,

Jerry L. Wircenski
Associate Professor
Division of Occupational
and Vocational Studies

JLW/bat

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

Mr. Wayne Grubb, Consultant for Disadvantaged Programs, has identified your program as one which should be included in a statewide study being conducted by the Pennsylvania Department of Education and The Pennsylvania State University. Would you please complete the enclosed questionnaire and return it in the self-addressed envelope by May 17, 1978.

As a part of this statewide study we are also collecting resource guides, curriculum materials and other teacher aids to be used at a state workshop for teachers of disadvantaged programs. Earlier this month, you were sent a letter requesting such materials. If you have any materials of this nature, please send them to the project staff. If you do not have copies to share, please indicate title and source on the last page of the questionnaire.

I would like to thank you for your efforts on behalf of the project. Mr. Grubb will have copies of the project's final report in about four months.

Sincerely,

Jerry Wircenski

Jerry L. Wircenski
Project Director

Linda Leeking

Linda Leeking
Project Assistant

JLW/LL/rzm

Enclos

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

April 19, 1978

Recently a nomination form was sent to you to be forwarded to your consultant for disadvantaged programs. As of the above date, we have not received your nomination form. Your state's input to this national study is important. In order to be included in the final report, would you please ask your consultant to complete the form and return it as soon as possible.

If, for some reason, the nomination form has been misplaced or never received, please let us know so that another one can be mailed to you.

Thank you for your concern with this matter.

Sincerely,

Jerry L. Wircenski
Associate Professor
Division of Occupational
and Vocational Studies

JLW/rzm

Enclosure

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361

APPENDIX U

Miscellanious

State University of New York
State University Plaza
Albany, New York 12246

Office of Special Programs

June 19, 1978

Mr. J.L. Wircenski
Continuing Education Conference Center
Pennsylvania State University
State College, Pennslyvania 16802

Dear Jerry:

This is just a short note to formally thank you for your hospitality last week. As I told the group before I left, I gained several potentially very useful insights into the previously parallel and/or separate but apparently currently rapidly converging nature of a number of aspects of the various programs for the "disadvantaged". These new personal understandings and inferences should prove very useful in monitoring the local development of New York State programs which appear to have taken a few different paths and adopted some different emphases than those in Pennsylvania and other states across the nation.

Again, thanks and my best wishes to you and the entire group for a most successful session.

Sincerely,

George H. Howard
University Dean for Special Education

GHH:jd